Lou Tice

INVESTMENT IN EXCELLENCE®

Personal Resource Manual
Video Phase 1

THE PACIFIC INSTITUTE®

390-530/10-97

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Do You Have School Age Children? Yes ☐ No ☐

Your Age Group under 18 ☐ 19-30 ☐ 31-40 ☐ 41-50 ☐ Over 50 ☐

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- Retail ☐
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- Health/Service Providers ☐
- Other _____

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- Human Resources ☐
- Training & Development ☑
- Manufacturing/Labor ☐
- Clerical/Administrative ☐
- Other _____

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INVESTMENT IN EXCELLENCE®

Human Resources Manual

Video Phase I

INVESTMENT IN EXCELLENCE®

Personal Resource Manual
Video Phase 1

Name _____

390-530/10-97

This manual was designed and written for use in conjunction with The Pacific Institute's video program ***Investment in Excellence® for the '90s.***

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ABOUT THE PACIFIC INSTITUTE

The Pacific Institute was founded in Seattle by Louis E. Tice and his wife, Diane, in 1971. Since then it has developed an international reputation for offering the most practical and enlightening programs ever to come out of the field of cognitive and self-image psychology and high-achiever research.

The ***Investment in Excellence®*** program rests, in part, on social learning theory and social cognitive theory. Central to this thought is that individuals are responsible for their own actions and can regulate their behavior through goal-setting, self-reflection and self-evaluation.

Many business, academic and military leaders acknowledge The Pacific Institute as the leader in teaching applied techniques for increasing personal and organizational effectiveness and productivity.

Louis Tice is an internationally known educator, lecturer and author. He is noted for his singular ability to communicate modern psychological concepts in a unique, dramatic style that is both understandable and entertaining. His unmatched manner communicates the principles in a way that makes them meaningful on a personal level.

He has conducted seminars the world over for hundreds of thousands of individuals from all walks of life and educational backgrounds, including Nobel Prize winners and leaders of nations.

Mr. Tice received his B.A. from Seattle University and his M.A. from the University of Washington in the field of mental health education.

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ABOUT THIS PROGRAM

Investment in Excellence for the '90s is designed to be flexible and easy to use and encompasses a variety of learning styles. It is the result of more than 20 years of research into the qualities and characteristics of high-performance people, as well as how to enhance learning and application of educational concepts.

With its phased-learning approach, you enhance and ensure the assimilation and application of the concepts taught by Lou Tice.

Investment in Excellence for the '90s, like its many video predecessors, presents proven techniques based on practical applications from the cognitive sciences.

You will find that The Pacific Institute campus is located conveniently inside yourself. Its educational information, colorfully presented in lectures on video, this personal manual, the audio cassettes and Audio Assimilation Guide, provides revealing and productive insights into how you function, and what makes you tick. It unlocks a veritable toolbox that unleashes your potential in ways you never dreamed possible. These tools or techniques can immediately be applied to help you reach goals easily and enjoyably.

The Pacific Institute's educational seminars have reached a wide range of individuals and businesses. Its student body, so to speak, includes every type of person—from small business proprietors to captains of industry; from clergy to administrators; from educators to the military; from bureaucrats to teachers to students to public servants and political leaders; from athletic teams to high-tech industries.

All have this in common: they have discovered, through their participation in The Pacific Institute's video programs, that barriers to happiness and success quickly disappear once they gain a clear picture of themselves, their attitudes, their abilities, potential, goals and surroundings. They have found techniques that have assisted them in increasing their self-efficacy—their ability to make things happen— both personally and professionally.

COURSE DESCRIPTION

This program is divided into two phases. Each phase contains video, audio, individual and group participation.

PHASE 1: Materials

- 15 Learning Units taught by Lou Tice on video
- 1 Personal Resource Manual, Phase 1, per participant
- Facilitator trained by The Pacific Institute staff
- 1 Audio Assimilation Guide, Phase 1, per participant

PHASE 1: Implementation

A. A 15-unit educational program on video, which is facilitated to a group over a period of two and one-half to three days. The facilitator's role is to introduce Lou Tice on video and then stimulate discussion at the conclusion of each unit. Each participant uses the Personal Resource Manual, Phase 1, which includes an overview statement, specific objectives for each unit, a detailed summary of the lesson, and questions for reflection, assimilation, application and discussion.

B. At the conclusion of the Phase 1 video seminar, the participant is ready to begin the four-week Audio Assimilation course consisting of a series of eight audio cassettes and an Audio Assimilation Guide, which contains assimilation and application activities along with note pages allowing the participant to track his/her progress. During the course, there are suggested times to re-group with the facilitator and/or a support group within the organization or department. At the conclusion of this course, the participant is ready for Phase 2 of the video seminar.

PHASE 2: Materials

- 10 Learning Units taught by Lou Tice on video
- 1 Personal Resource Manual, Phase 2, per participant
- Facilitator trained by The Pacific Institute staff
- 1 Audio Assimilation Guide, Phase 2, per participant

PHASE 2: Implementation

A. A 10-unit educational program on video facilitated over a two-day period. The facilitator's role is to introduce each learning unit, followed by Lou Tice's presentation, and then to stimulate discussion at the unit's conclusion. Each participant uses a Personal Resource Manual, Phase 2, containing an overview statement, unit summary, and questions for assimilation, reflection, application and discussion.

B. At the conclusion of the Phase 2 video seminar, the participant is ready for the Phase 2 Audio Assimilation course. This two-week course consists of a series of four audio cassettes and an Audio Assimilation Guide, which contains application activities allowing the participant to track his or her progress.

USING THIS MANUAL

Your Personal Resource Manual is designed and written to supplement The Pacific Institute's video program, ***Investment in Excellence for the '90s.*** This investment—the safest and wisest you will ever make—is in yourself and is designed to enhance and expand those excellent qualities you already possess. Your own participation will cause a wealth of effective, practical, self-educating concepts to come alive for you.

You are the co-author with Lou. Thus, you are urged not to view this manual as a work designed for passive reading, but as a guide for your personal fulfillment and life's journey.

Each unit contains reflective thinking questions, which are an excellent way to learn the concepts presented and see how they can immediately apply to the way you run your life, your family, your company or your team.

NOTE FROM LOU

We are going to deal with some very powerful material in this course. I am going to show you how to turn yourself loose in a way you've never been turned loose before. Do not think of this text as a workbook. Think of it rather as an affirmative guide we are co-authoring. Think of this text as being your book, your chart, your guideline to personal growth and excellence, the kind of growth you never believed possible.

What I intend to help you do is to throw away many invalid, conditioned beliefs you now have. As we work together in this book you will see how practical this information can be. A whole planned, positive way to enhance your life is open to you. You will not only grow yourself, but you will also show the people around you how they can grow too. You will learn how to achieve goals you never thought possible before: personal goals, family goals, spiritual goals, corporate goals, group goals, financial goals. There is no limit, I assure you. You will learn how to increase your self-efficacy—your ability to make things happen—both personally and professionally.

In this course, we will compare restrictive, negative ways of thinking with constructive, positive concepts we have always had at our disposal. These are live, vibrant concepts that will help you break out of old traps. I will show you that we have unlimited potential for growth and creativity.

By applying yourself to this program, by giving it your own reflective input, you will see that most barriers to personal growth and development are self-imposed. You will see that we live and work on partial beliefs, partial truths, and that sometimes we function with false beliefs. A wealth of sound psychological material has been condensed here. I have presented it in practical, easy-to-understand concepts. Our basic premise is this: we act, we work, we produce, we behave, not in accordance with the truth, but only with the truth as we perceive it to be. You will see throughout this curriculum—and the exercises it asks of you—that if we can change the way we think, we can change the way we act.

So, let us now get on with your life. What you are about to learn is as practical as balancing your checkbook. Once you have learned these principles, you will be amazed at what you can really do and become.

Let us begin to open doors together.

Lou Tice

APPLICATION PROCESS FOR ISSUING CEUs

If a facilitator who is trained by and registered with The Pacific Institute conducts a video seminar, Continuing Education Units (CEUs) can be granted to those who attend the seminar. The required process is:

1. Persons wishing to apply for CEUs from The Pacific Institute should first check with their professional agency, college, university or licensing board as to the acceptability of the CEUs prior to submitting their application.
2. The applicant must complete the application form contained in this ***Investment in Excellence for the '90s*** Personal Resource Manual; duplicate forms will not be accepted.
3. The facilitator must verify attendance and performance by signing the application form.
4. Attach a check for $25.00, payable to The Pacific Institute, and send the completed application form to The Pacific Institute at the address on the reverse side.
5. Upon receipt of the completed application form and the fee, The Pacific Institute will issue a CEU certificate to the applicant.

Qualifications for CEUs

The applicant must:

a. possess Personal Resource Manuals 1 & 2.
b. attend all sessions of the seminar.
c. complete all written exercises and reading assignments assigned by the facilitator.

Application for Continuing Education Units

Return to:
Office of Continuing Education
The Pacific Institute
1709 Harbor Avenue S.W.
Seattle, Washington 98126-2049

Name: _____
Last First Initial

Home Address: _____
Street

_____
City State Zip Code

Telephone: ( ) _____
Area Code Number

Business/Educational Affiliate: _____

has completed the ***Investment in Excellence for the '90s*** video seminar and is hereby recommended for 25 1/2 hours of Continuing Education Units.

ORIGINAL
Do Not Duplicate

Attachment
($25.00 fee)

Facilitator Verification

_____
Signature Date

_____
Full Name (typed)

_____
Company Name

_____
Street

_____
City State Zip Code

( )
_____
Telephone: Area Code Number

LOCUS OF CONTROL QUESTIONNAIRE

Please read each statement and circle the response (SA, A, D, SD) most accurately describing your feelings and/or beliefs.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
SA	A	D	SD

1.	I believe individuals have a capacity for growth.	SA A D SD
2.	I believe I can control most of the elements in my life.	SA A D SD
3.	I have aspirations for professional advancement.	SA A D SD
4.	I believe I have virtually no alternatives in my life and that outside events have a great impact on my life.	SA A D SD
5.	I believe I can change if I want to change.	SA A D SD
6.	I believe individuals have a responsibility to expand their lives throughout their lifetimes.	SA A D SD
7.	I believe if life events impact me adversely I can adapt satisfactorily.	SA A D SD
8.	I believe I am responsible for my own happiness.	SA A D SD
9.	I believe adults continue to grow and develop just as adolescents experience growth between the ages of 12-18.	SA A D SD
10.	I believe personal happiness is enhanced when personal goals are met.	SA A D SD
11.	I believe goal-setting enhances my chances of reaching goals.	SA A D SD
12.	I believe goal-setting is appropriate to use in the work place.	SA A D SD
13.	I believe specific techniques can be used to effectively set goals.	SA A D SD
14.	I like my job.	SA A D SD
15.	I am satisfied with my current position.	SA A D SD
16.	I rarely miss a day of work due to illness.	SA A D SD
17.	The days when I am away from the job are professional development days.	SA A D SD
18.	I believe my employer values my work performance.	SA A D SD
19.	Once I decide I want to make a change, I believe I am capable of making changes in my personal life.	SA A D SD
20.	I believe I could advance professionally if I wanted to advance.	SA A D SD

21.	I am currently aware of how my self-talk impacts my feelings.	SA A D SD
22.	I believe I have reached the peak of my development in my professional position.	SA A D SD
23.	I am satisfied with my position professionally.	SA A D SD
24.	I believe I have choices.	SA A D SD
25.	I currently use my affirmations.	SA A D SD
26.	I believe making positive affirmations has an impact on my behavior.	SA A D SD
27.	I have a feeling of inner peace.	SA A D SD
28.	I consider myself to be open to new ideas and concepts.	SA A D SD
29.	I am aware of visualization techniques.	SA A D SD
30.	I currently utilize visualization techniques.	SA A D SD
31.	I have a spouse/partner who supports my personal growth.	SA A D SD NA
32.	I have a spouse/partner who supports my professional growth.	SA A D SD NA
33.	I believe the people I associate with at work support my personal and professional growth.	SA A D SD
34.	I believe the people I consider as my personal friends support my professional and personal growth.	SA A D SD NA
35.	I have experienced a personal crisis within my adult lifetime.	SA A D SD
36.	I am willing to take risks.	SA A D SD
37.	I am satisfied with my personal life.	SA A D SD
38.	I consider myself to be conservative when it comes to new ideas and concepts.	SA A D SD
39.	I believe having a positive attitude makes a person more successful.	SA A D SD

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UNIT 1

OVERVIEW

We begin this first session with a discussion of how we often limit ourselves by the ways we think and the beliefs that we hold. We will learn a basic concept that we act in accordance with the truth as we believe it to be, not necessarily the real truth. We will discover that all of us have blind spots, or scotomas, which keep us from realizing our full potential.

We will demonstrate how we tend to lock-on to conventional ways of thinking and that we frequently lock-out many options that are open to us through possibility thinking.

By learning about the limitations we put on ourselves, we will begin to explore how we can be more effective in any area of life and how we can increase our self-efficacy. We will learn more effective ways of communicating, how to grow more in the next few years than we have up to this point and have more fun doing it.

"Two men look out through the same bars; one sees mud, and one the stars."
—Langbridge
1849–1923

OBJECTIVES

As a result of completing this unit, you will understand:

1. the value of possibility thinking in overcoming self-imposed obstacles to success and increasing self-efficacy.
2. that excellence is a matter of thinking differently, not just working harder.
3. the impact of scotomas on our growth.

"Intelligence: The art of good guess work."
—Richard L. Gregory
20th century

KEY CONCEPTS

Act in Accordance with the Truth—a perception, confidence or conviction that one's beliefs are true and certain and therefore persuasive in guiding behavior to perceived just ends

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

Belief—an emotional acceptance of a proposition, statement or doctrine

Conditioning—a predisposition to a mode of behavior given the appropriate stimulus

Efficacy—the power to produce results; a generative capability in which cognitive, social and behavioral subskills are organized into integrated courses of action to secure innumerable purposes

High-Performance People—individuals who are analytical and skeptical of information (truth) that comes their way, accept accountability for their own thinking and what goes on around them and really feel they can make a difference in the world; scotoma busters

Life by Purpose—to live one's life with specific ends (goals) in mind according to resolute, determined means

Locus of Control—(Lt. *locus:* a place, center or source) the degree to which an individual feels that he/she has control over the events that impact his/her life. A person who believes in self-reliance and self-centered accountability is said to have an internal locus of control. Conversely, one who feels victimized or not accountable for events professes an external locus of control.

LO/LO(lock-on/lock-out)—an act whereby one has a limited perception of possibilities, problems or solutions; a restricted, narrow or singular view of alternatives. When we lock-on to an opinion, belief or attitude as being the truth about

something, we build scotomas to, or lock-out, contrary or different information. This is a defense mechanism that helps us to survive and provides security, but it also works against us when change and flexibility are needed.

Possibility Thinking—a cognitive, reflective and creative process by which one considers all alternatives of a given situation. This process may also include an assessment of the reality, veracity, impact and relative weight of all elements that compose a situation or condition.

Potential—(Lt. *potentia:* power; existing in possibility) having the strong possibility for development into a state of actuality; possible or in the making; latent

Psycholinguistics—a study of the relationship between language and the cognitive or behavioral characteristics of those who use it; the power that words have on our behavior

Scotoma—(Gr. *scoto:* darkness; a loss of vision in part of the visual field; a blind spot) an expression to indicate that one fails to see or is blind to alternatives and therefore can see only limited possibilities; a sensory locking out of information from our environment. We develop scotomas to the truth about our world and ourselves because of our preconceived ideas, other people's preconceived ideas (flat worlds or cultural trances) and conditioning. We do not see or are blind to certain things.

Self-Efficacy—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I am a strong person. I reach my goals and enrich my life and the lives of others."

SUMMARY

The first step

Human beings do not act according to the whole truth. We act according to the truth as we perceive it—as we think that truth to be. To do more—to grow, to make your company better, your family better—requires no blood, sweat and tears. It's not a matter of working harder; it's a matter of thinking differently. It is a matter of modifying erroneous and ineffective opinions into beliefs closer to the truth. Some say it's in the stars, or I'm not successful because of my boss, something outside of me. High-performance people feel their locus of control inside, and they are effective. Effective thinking is not based on being born with it.

We act in accordance with the truth.

Let's go back and meet Cliff Young. Cliff is a remarkable guy who entered a race run between the Australian cities of Sydney and Melbourne, a distance of some 600 km. He was 61 years old, and the Australians thought he was a riot.

Well, Cliff Young won the race and beat everybody by a day and a half. He blew away all those world class runners. What he did had a lot to do with his belief system. He didn't know the truth the way everybody else perceived the truth.

All those world class runners and their trainers knew—absolutely—that in order to compete you would need to run 18 hours and sleep six hours. Cliff didn't know that. He didn't know you had to sleep.

So he kept shuffling along in that funny style he had, putting one galosh ahead of the other. He beat everybody. He was a sensation. Now what can we learn from Cliff Young? We learn that as human beings—thinking human beings—we act and behave according to the truth, but only according to the truth as we believe it to be.

We act, we behave, we run our lives, we sometimes run our races according to some cockeyed truth that somebody else has told us. But occasionally when you don't know the truth—the so-called accepted wisdom—you are able to do things much better than you could when you used someone else's idea of the truth.

So what have we here? We have a solemn maxim that is very important for us to learn. Namely, this: the quality and quantity of our beliefs influence our self-efficacy. This deter-

mines how we work and act, how our lives go on from day to day. The way we talk to ourselves, termed psycholinguistics, can keep us fixed, or enable us to grow. If you learn to change the way you think about yourself, you can change your performance.

Lock-on/ lock-out concept

Most people leave out important parts of reality because, as you remember, they are conditioned in such a way that they overlook them. In practical terms, we can fix on one idea or approach and lock-out another more creative, productive course of action. We also won't even let ourselves think about what we don't think we can cause or make happen.

Once we lock-on to an opinion, belief or attitude about ourselves, we find it difficult to see or understand new truths. This locking-on process makes change, flexibility and creativity extremely difficult because we can consciously see or think of only one thing at a time. When we lock-on that this is the only way to make a living, the only way to complete a task, we lock-out other options that may be easier and better.

Scotoma

Do you ever have trouble getting a point across, trying to sell something to somebody, whether it be an idea or a product, and you can't get it through their thick heads? Well, the reason you can't get it through their heads isn't because they are being belligerent and stubborn on purpose. They just don't see it. (They have built a scotoma, or blind spot, that is preventing them from seeing your point.)

Everyone experiences lock-outs and scotomas. The problem with both of these is that up 'til now, we didn't realize that we had them. Now that we know we have them, we can start making better decisions by asking better questions that bring us closer to the truth. This helps us bring out the best in ourselves.

Thinking effectively will take a great deal of knowledge about how our mind works. But that's not enough. We then need to apply and assimilate this knowledge into ourselves, so we can use it effectively. We can then live life by purpose.

PERSONAL REFLECTIVE QUESTIONS

What is the benefit to me personally to know about scotomas?

Awareness keeps me [illegible] of scotomas and gives me the opportunity to ask
What am I doing to lock out the answer
to success. - Opens doors to new
ideas.

Where do I lock-on and not open up to other options? Where is this essential? Where is it detrimental to my goals?

When I expect certain responses from others
Where? When - If I expect the best
optimal solutions + leave open doors.
detrimental if negatively changed
expectations or closed to greater possibilities

What is the personal value of opening up to the ideas, feedback and input of others?

growth, new insights, change, excitement
[illegible]

What do I believe I can do: personally, financially and socially?

What do I believe I don't have the potential to do: personally, financially and socially?

PROFESSIONAL REFLECTIVE QUESTIONS

When have I locked-on to wrong information about another person in my department or a product that I believed wouldn't sell or wouldn't work? My thoughts and actions were:

Negative thoughts based on my own lack of self-confidence & creativity

What do I believe I can do professionally? What do I believe my team can do?

What do I believe I can't do professionally? What beliefs have I locked-on to about my team or department or organization? Do these beliefs bring me closer to our goals or further away from our goals?

Select an important business decision that you are currently working toward.

What timelines, methods, people have I locked-on to? How could I benefit by being open to other options?

List three areas where you are currently locked-on to "this is the only way." Set a goal over the next week to open up to new options and ideas. Write your thoughts and experiences and the benefits below.

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

- Getting the best of ourselves
- examine belief & opinions that stop us from realizing potential
- what blocks potential - Human - Potential Unknown
- reality inside us is the stopper
- option thinking exploration
- premise -
  Human [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] belief [illegible]
  we perceive it to be. eg Columbus - flat earth
  Sailing - [illegible]
  turn around [illegible]

"Belief is so powerful"
"[illegible]"
absence of knowledge eg sleep 16
run 18
- [illegible] [illegible] [illegible]

Why we think of how one world is may be the block that stops us

Re-think - re-imagine the way you do think
[illegible]

Learn skills to change the [illegible] -
locked on to one image - lock on - lock-out
lock out - growth, other ideas, options
What am I doing to lock-out the answer?

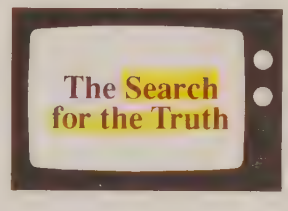
"We have enormous potential"

[illegible] [illegible] [illegible] [illegible] [illegible]
where are yours.
[illegible] [illegible] [illegible] change
[illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

PERSONAL NOTES

UNIT 2



OVERVIEW

In this session we will start with the premise, "Yes, I have more potential that I am not using." We are going to examine reality or the truth. If you have ever found it hard to believe that someone can't see the truth as you see it, you may find the information in this unit of great value. As we look more closely at beliefs and how powerful they are in creating the world around us, we may find that we ignore or block out some perceptions as well. We will see it's not a matter of going through this information; we will take it, absorb it and make it a part of ourselves by assimilating it.

We will learn how the reticular activating system works to help us become great goal-setters. You will see that once we set a goal, the reticular activating system heightens our awareness to new information and that we then become selective information gatherers, taking in information that is of value in achieving the goal.

By using the information in this session, you will develop a characteristic of high-performance people: belief without evidence.

"Believe that you have it, and you have it."
—Desiderius Erasmus
1466–1536

OBJECTIVES

As a result of completing this unit, you will understand:

1. how the reticular activating system works as a filter system.
2. how to have more confidence in setting goals.
3. the effect of beliefs about yourself on your performance and self-efficacy.

KEY CONCEPTS

Accountable—responsible; answerable for an outcome

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

Belief—an emotional acceptance of a proposition, statement or doctrine

Belief Without Evidence—conviction; confidence in a truth; a faith in the ability to establish a goal without first considering the means whereby it will be achieved (the means to an end follows the establishment of the end). Once a goal is set, the RAS will actively seek opportunities/means to reach the goal.

Conditioning—a predisposition to a mode of behavior given the appropriate stimulus

High-Performance People—individuals who are analytical and skeptical of information (truth) that comes their way, accept accountability for their own thinking and what goes on around them and really feel they can make a difference in the world; scotoma busters

LO/LO(lock-on/lock-out)—an act whereby one has a limited perception of possibilities, problems or solutions; a restricted, narrow or singular view of alternatives. When we lock-on to an opinion, belief or attitude as being the truth about something, we build scotomas to, or lock-out contrary or different information. This is a defense mechanism that helps us to survive and provides security, but it also works against us when change and flexibility are needed.

Potential—(Lt. *potentia:* power; existing in possibility) having the strong possibility for development into a state of actuality; possible or in the making; latent

Reticular Activating System (RAS)—(Lt. *reticulum:* net-like) a network of neurons in the brainstem involved in consciousness, regulation of breathing, the transmission of

sensory stimuli to higher brain centers; a primary alert or awareness network that may function differently in varying degrees of consciousness

Scotoma—(Gr. *scoto:* darkness; a loss of vision in part of the visual field; a blind spot) an expression to indicate that one fails to see or is blind to alternatives and therefore can see only limited possibilities; a sensory locking out of information from our environment. We develop scotomas to the truth about our world and ourselves because of our preconceived ideas, other people's preconceived ideas (flat worlds or cultural trance) and conditioning. We do not see or are blind to certain things.

Self-Efficacy—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

True (Truth)—a characteristic of a proposition, statement or belief that corresponds with reality as it is known, possibly based on an earlier evaluative process

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I live my life with the power of enthusiasm."

SUMMARY

Starting with the premise that we all have more potential than we are now using, we saw with the old lady/young lady exercise that we limit ourselves. By recognizing this we realize there are ways to achieve more than we presently see possible. As we go through this curriculum we see the need to take this information, absorb it and make it ours; assimilate it and use it effectively. Options and possibilities are abundant.

Reticular activating system

Now, this brings into play a remarkable process. It is called your reticular activating system. The RAS allows you to concentrate. It builds a scotoma to information that is not of value to you right now. It lets through anything that is of value or a threat.

What you have working for you now is, in effect, a highly efficient executive secretary. Your RAS, being a good secretarial assistant, screens out the junk mail, shuts out distractions, clutter and nonessential information. In so doing, it opens whole new vistas of information. To achieve your goal, you become a selective information gatherer. You build scotomas, or blind spots, to irrelevant information, concentrating only on those things that matter in achieving your objective. The goal comes first and then you see; you do not see first.

Beliefs and conditioning block our perception. If you cannot see another's point of view, take accountability to see that person's point of view and to help that person see your view with respect for your differences. Human beings are physically limited in what they can perceive through the senses. Because you cannot see or hear it does not mean it does not exist. You have a scotoma to it.

As a graphic example, let's take a professional football quarterback. When he drops back to pass he sees only what he needs to see—his receiver (the goal) in the distance. He also sees, or is aware of, the threatening presence of opposing linemen trying to stop him from achieving that goal.

Everything else is nonessential. The pro does not see or hear the crowd, the cheerleaders, the noise, or any other distraction. His RAS has effectively locked-out extraneous

information. To give this phenomenon further definition, the RAS is a group of brain cells that monitors sensory messages to the brain. It is a natural filtering device that allows only personally profitable (i.e., useful) data and information into your awareness system; those things which are of value to you or a threat to you now.

RAS lets through valuable information and threats.

The RAS has one further function. It allows threats—such as physical harm or psychologically damaging statements—to get through. The RAS locks out unimportant information. Just as the quarterback, in sighting his target receiver, is aware of threatening defensive players, so is the mother awakened from a sound sleep when her baby cries. She can sleep through all kinds of extraneous noise, such as traffic, a neighbor's radio, the sound of rain on the window; but let that baby cry, and she is instantly warned and awake. The child's welfare is, of course, her goal.

Belief without evidence

There is another phenomenon that I like to call belief without evidence. Because of your RAS—this natural filtering device in your brain and nervous system—awareness is heightened as you visualize your goal. You build scotomas to irrelevant or useless information, but you recognize quickly those things that will be of value to you.

What do you see — a cluster of spots, or a picture with meaning?

So your goal, your target, comes first, and then you see. That goal is what you visualize. Almost instantly, you pick up cues, tips and knowledge that will help you achieve that goal. Picture the new reality as though it is happening now and the means and the methods will fall into place. You will be quickly alert to information that helps you achieve your goal—then you may explore options, you add to the party, so to speak. You research and think and build with a kind of teleological targeting toward your objective. You will be inspired by how fast you will learn, how quickly you will find the means and the methods.

Knowing that you can know is a strong piece of your self-efficacy. With the concept belief without evidence, you know that once a goal is set, the RAS will open to actively seek opportunities and means to reach the goal that has been declared of value. First you set the goal, then you see. You do not see first.

PERSONAL REFLECTIVE QUESTIONS

How do I feel about people who are different?

great, view interesting, helps diversify

Name five people who I think are very lucky. Why do I think they are?

Where do I give up accountability or fix the blame at home?

Where have I used my RAS effectively in my past?

dream - planning for an positive

Select a key goal in any life area. How can I use my RAS effectively to help me achieve that goal more quickly?

Able life practitioner = sharing well

PROFESSIONAL REFLECTIVE QUESTIONS

Where do I fix the blame at work?

Five high-performance people in my organization are:

The reasons I named them are:

What evidence do I see at work that we encourage or discourage differences in our work force?

What stops me from applying the power of my RAS on a daily basis?

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

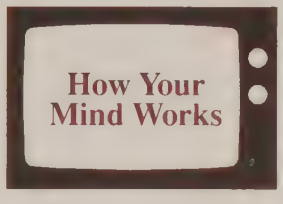
The benefit to me personally and/or professionally is:

PERSONAL NOTES

PERSONAL NOTES

Set Goal + open your awareness - Fate
- Select without evidence - Teach this to kids + others

UNIT 3



OVERVIEW

During this segment we will develop a better understanding of how the mind works. As we improve our understanding, we will have much more confidence in taking charge of our personal world.

We will also examine our process of thought, breaking that process into three parts: conscious, subconscious and creative subconscious. We will see that our thought process works to form our self-image. Throughout this program we will refer back and add to the information on the process described in this unit. Our major focus here will be the conscious process and how our past experiences affect our present and future decisions.

We will gain a deeper understanding of why we sabotage our successes. We will see that not only do we as individuals have self-images, but that teams, departments, organizations and nations have them as well. How you see yourself determines how you function. You cannot act otherwise. But you can change your self-image and thus control your performance. How we do this will be explained later. For now, you will learn a tool that will be powerful in utilizing more of your true potential.

"Let us train our minds to desire what the situation demands."
—Seneca
4 B.C.–A.D. 65

OBJECTIVES

As a result of completing this unit, you will understand:

1. why we make decisions based on the past.
2. how the thought process determines future behavior.
3. how we self-regulate to match our self-image.

KEY CONCEPTS

Association—any learned, functional connection between two or more elements; a particular psychological experience evoked by a stimulus or event

Belief—an emotional acceptance of a proposition, statement or doctrine

Cognitive Dissonance—an emotional state when two simultaneously held attitudes or cognitions are inconsistent or when there is a conflict between belief and overt behavior; thought conflict; the uncomfortable psychological condition created when a person experiences contradictory or conflicting opinions, beliefs or attitudes at the same time. The resolution of this conflict is assumed to serve as the basis for attitude change in that belief patterns are generally modified to be consistent with behavior. We can hold different attitudes without emotional disharmony as long as a situation does not occur in which these attitudes are brought into direct confrontation with one another.

Conscious—the aspect of mind that encompasses all that one is momentarily aware of; that is, those aspects of mental life that one is attending to

Creative Subconscious—the source of mental processes that lead to solutions, ideas, conceptualizations, artistic forms, theories or products that are unique and novel

Current Reality—all that which forms an integral part of what an individual believes to be real at the moment

Dominant Picture—(Lt. *dominari:* to rule) the prevailing view; the strongest picture; a ruling view or belief that is primary in the interpretation

Evaluation—the determining of the value or worth of something; generally measured against a previous experience

Gestalt—human beings are always working to complete incompletions, working for closure; discrepancy production, discrepancy reduction; a view that psychological phenomena could only be understood if viewed as organized, structured wholes (*Gestalten*). The Gestalt point of view challenged

the idea that phenomena could be introspectively broken down into primitive perceptual elements, for such analysis left out the notion of the whole unitary essence of the phenomena.

GI/GO Concept (garbage-in/garbage-out)—meaningless or unwanted data. In the world of computers, if one puts misinformation into a computer, the only thing that can come out is the wrong answer. The subconscious mind functions in the same way as a computer. It does not make value judgments about what the programmer (or conscious mind) wants to put in.

Perception—those mental processes that give coherence and unity to sensory input; a conscious event initiated by some external or internal event; an organized complex dependent upon a host of other factors (attention, constancy, motivation, illusion, etc.)

Process of Thought—the interaction of the conscious, subconscious and creative subconscious (illustrated on page 29 and 175, PRM 1; page 63, PRM 2 and on the last page of Key Concepts Glossary)

Reality—all that forms an integral part of what an individual believes to be real; the perception and assessment of the environment in ways that coordinate with one's social and cultural schemes and values; an awareness of the environment and the need to accommodate to the demands thereof

Reflective Thinking— a casting back or returning to a thing; an introspection; a reflection upon a previous experience or event and its significance

Sanity—a mental state whereby one is capable of adequate, adaptive functioning on a day-to-day basis; soundness of mind and judgment

Self-Image—the accumulation of all the attitudes and opinions one has perceived about oneself that forms a subconscious picture of oneself; the imagined self; the self that one supposes oneself to be; the picture; self-regulation

Subconscious—the level of mind through which material passes on the way toward full consciousness; an information store containing memories that are momentarily outside of awareness but that can easily be brought into consciousness

True (Truth)—a characteristic of a proposition, statement or belief that corresponds with reality as it is known, possibly based on an earlier evaluative process

YOUR GOAL AND AFFIRMATION IDEAS

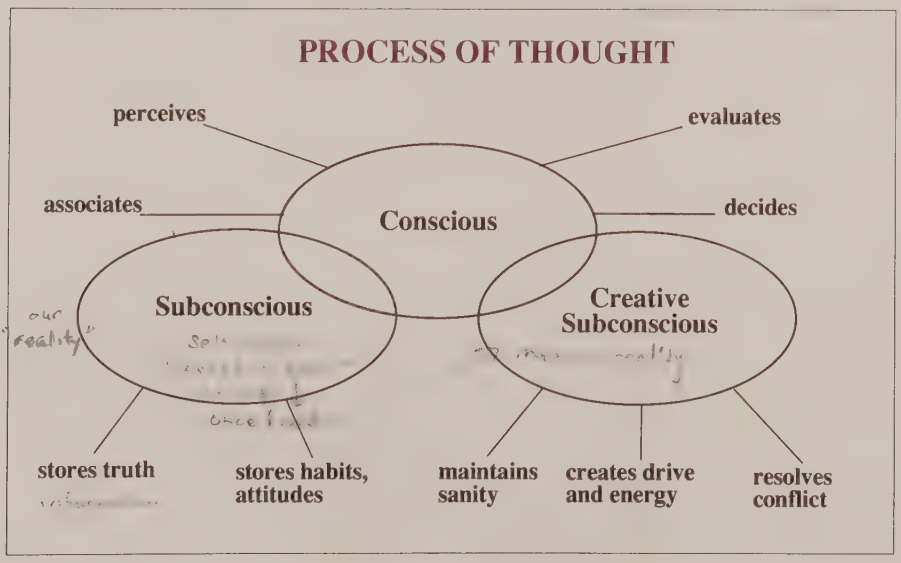
For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I am constantly alert to opportunities for improving my life. I am eager to put them into my life."

SUMMARY

Your self-image, your picture of who you are, is the sum of all the things you have accepted about yourself. It is a combination of bits and pieces of information you have accepted as the truth about you. It is not necessarily the truth, but your version of the truth. Each person does this, so you can see there is much diversity in people. With this in mind, let's begin to get a better understanding of how our minds work. It's an exciting part of the course. Here you find why growth and change are possible—both within yourself and within others. Here, too, you become what I call a self-directed learner. So let's get to the thought processes—the how and why of what we think, how we act.

The mind works on two levels—the conscious and the subconscious. But these two parts of the mind do not operate independently of each other; they are not two separate minds. Now follow me here: the subconscious level of your mind has two aspects—the subconscious and the creative subconscious. Your mind, then, has three separate, but associated processes. It's important that you understand the interrelationships among the conscious, subconscious and creative subconscious.



The Conscious Mind

perception

First—perception: We perceive through our senses; we gather data based on our personal interpretation of reality. Unfortunately, as I demonstrate throughout this course, our perceptions of reality are not always complete or accurate.

association

Second—association: What we perceive is then associated with our past experience. All new information poses this question: "Have I seen anything like this before?"

evaluation

Third—evaluation: After we associate what we perceive, we evaluate it. We evaluate the new data, the reality, with our previous experience. We want to know, "What is this probably leading me toward?" Or, "How does this information compare with what I already know?"

decision making

Fourth—decision: Here we decide on a course of action, reaction or no action at all. We make a decision based on our immediate needs or goals. We may decide to take some action, let someone else make the decision, or ignore or repress the matter.

The Subconscious Mind

Your subconscious stores the truth.

First, your subconscious mind is your recorder. It stores your interpretation of reality. It's your data base, your sensory tape recorder. It records all of your experiences—what you think, what you say, what you imagine about yourself, and also your emotional reactions to those experiences. Reflective thinking recalls what you have recorded. All this adds up to a picture of reality, what we call the truth. But remember—this truth is not everybody's truth. It is only the truth as you perceive it to be.

Thus, our picture of reality may be distorted. We may not record the real truth, the objective truth, at all—the real truth about our individual abilities and potential. If we put garbage-in we will get garbage-out. So remember, the subconscious records both the good and the bad. We are stuck with what's in our data base until we consciously decide to change what goes into our belief system. And that is exactly what we are doing in this course.

A second function of the subconscious is to handle automatic functions of living—heartbeat, breathing, digestion, etc. It also handles functions like tying your shoe laces, doing multiplication tables—things we learn to do automatically. These activities, which we learn through hundreds of repetitions, are turned over to the subconscious level of our minds. These learned activities, now part of our subconscious, become habits. I refer to these behavioral habits as free-flowing operations because we don't have to pause and think about them on a conscious level.

Your subconscious handles automatic functions.

Most of our free-flowing, habitual behavior is good. We can function efficiently. But some habits, stored in the subconscious, can be barriers. These poor habits can obstruct us when we choose to change. We are blocked by old habit patterns when we try to deal with new experiences and new challenges. Ingrained, obsolete habits can figuratively mire us in concrete. So remember this: to the degree that old habits, attitudes and opinions lock-out new options for change and progress, to this degree they hold back your fulfillment as a person.

The Creative Subconscious

This part of the mind, which controls behavior, can be our best friend or our worst enemy. On the down side, it can hold us back. The creative subconscious maintains your reality, your self-image, your picture of yourself. In order to maintain your sanity, you act like your subconscious picture—the real you.

Creative subconscious maintains sanity/reality.

If you see yourself as a poor public speaker, you'll get sweaty palms and stammer in front of a crowd. "That's like me," you say, "I'm a poor speaker." Your creative subconscious is very accommodating—it keeps you acting in a manner consistent with your image of yourself. You self-regulate to that image. You believe it, and sure enough, you act like the person you know yourself to be. But if you see yourself as a good public speaker you'll probably be quite good. You'll be relaxed and enjoy speaking to groups.

Another function of the creative subconscious is to help you solve problems. Deliberately giving your creative subconscious problems to solve can be very rewarding. Note that I said deliberately, because this idea recurs as we go along.

Creative subconscious resolves your problems.

Yet another function of the creative subconscious is to provide us with drive and energy. When it senses a problem or obstacle in the way of our goals, the creative subconscious provides great energy (motivation, if you will) to find answers and solutions.

The process works like this: the challenge, or problem, that is presented to the creative subconscious causes cognitive dissonance and disharmony. According to Gestalt psychology, whenever human beings envision an incompletion, we label it a problem. Then it turns on subconscious creativity and drive and energy to resolve the problem. You produce a discrepancy and then work for discrepancy reduction. In order to regain psychological harmony—get rid of cognitive dissonance—we work toward finding a resolution. You will invent the how. When you set a vision and then look at current reality, you give yourself a conflict. The vision must be stronger than current reality. Then the creative subconscious will be creative in enabling you to move to the stronger picture, your vision. So you will see as we proceed together in this course that all meaningful and lasting change starts from the inside and works its way out.

Stress occurs when you act differently from your picture.

Stress comes when you act differently from your picture of yourself—differently from the way you believe you should act. Once you change the picture—your image of yourself—you will change and grow and move toward your new picture. You self-regulate at your new standard. What a tremendous process!

A final few words: we have seen that our conscious mind is continuously perceiving and gathering information. It begins even before birth, on into childhood and throughout our lives. All these sensory perceptions are stored in our data base—the subconscious mind. We refer to that stored information as the truth. We also refer to truth as reality, but it is only our version of reality. So we act according to our truth, our reality as we perceive it to be, not the real truth.

It is important to remember that the quality of what we accept in our minds is the quality that comes out. If we accept garbage-in, we will get garbage-out. The quality of our thinking determines the quality of our actions. So if we change the way we think, we can change the way we act.

PERSONAL REFLECTIVE QUESTIONS

One of the most embarrassing things that ever happened to me was:

York - classroom presentation [illegible]

It may still be affecting me in the areas of:

confidence

Where do I find myself correcting for the mistake of having too much money? Doing too well in relationships? In business? (add some other areas) in self-confidence, to me balance, flexibility

Nowhere

Some examples of the GI/GO concept I have experienced or witnessed are:

self - limit

What do I expect of myself? My family? My friends?

not enough too much

PROFESSIONAL REFLECTIVE QUESTIONS

What are some of the limiting statements I hear around the office? How may they be affecting our performance as a group? Can't do it

What are some examples where the GI/GO concept has affected relationships at work, decisions made at work?

I would describe the self-image of my work group to be:

How does our team, our company define success?
getting the job done.

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

Model of Thoughts pg. 29

Belief — opposite — if believe its lost you can't see it
Lost wallet — Find it — under your nose

Listen to yourself - self talk - beware as we block out

Decisions of the present are often made from — the
happened in the past

control self-talk + do positive affirmations.

Intelegence is the art of guessing correctly -

Self correcting - profacy

out of order → into order out of order → into order

PERSONAL NOTES

UNIT 4

OVERVIEW

We are going to examine, in this session, the importance of developing a strong vision for ourselves in all areas of our lives. A characteristic that all high-performance people have is that they are end-result oriented. We will see that once you set happiness-producing goals, your creative subconscious creates the drive and energy to reach those goals. We will examine what happens subconsciously when we compromise our goals, and why it is essential that when we set a goal, we stifle the "How are we going to do it?" question. We will see why it is important to look at current reality.

By the end of this session, you will see in more depth how to apply the power of your RAS in goal-setting. You will also be introduced to Gestalt psychology.

This session will give you added information to create hope, power and energy for goal accomplishment. You will learn how to expand your goals to bring more fun, satisfaction and success into any area of your life you choose.

"There exists nothing either good or bad, but thinking makes it so."
—William Shakespeare 1564–1616

OBJECTIVES

As a result of completing this unit, you will understand:

1. the importance of being end-result oriented.
2. how to utilize tension in a positive way and eliminate stress by controlling anxiety arousal.
3. the importance of locking-on to a vision.

KEY CONCEPTS

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

Awareness—an internal, subjective state of being cognizant or conscious of something; alertness; consciousness

Cognitive Dissonance—an emotional state when two simultaneously held attitudes or cognitions are inconsistent or when there is a conflict between belief and overt behavior; thought conflict; the uncomfortable psychological condition created when a person experiences contradictory or conflicting opinions, beliefs or attitudes at the same time. The resolution of this conflict is assumed to serve as the basis for attitude change in that belief patterns are generally modified to be consistent with behavior. We can hold different attitudes without emotional disharmony as long as a situation does not occur in which these attitudes are brought into direct confrontation with one another.

Current Reality—all that which forms an integral part of what an individual believes to be real at the moment

Dominant Picture—(Lt. *dominari:* to rule) the prevailing view; the strongest picture; a ruling view or belief that is primary in the interpretation

Gestalt—human beings are always working to complete incompletions, working for closure; discrepancy production, discrepancy reduction; a view that psychological phenomena could only be understood if viewed as organized, structured wholes *(Gestalten)*. The Gestalt point of view challenged the idea that phenomena could be introspectively broken down into primitive perceptual elements, for such analysis left out the notion of the whole unitary essence of the phenomena.

Goal—a sought end that may be actual and objective or internal, subjective and operational; conceived future. Distal

goals are end results, targets; proximal goals are near-term means to the end-result.

Inventive—creating through the power of the imagination

LO/LO(lock-on/lock-out)—an act whereby one has a limited perception of possibilities, problems or solutions; a restricted, narrow or singular view of alternatives. When we lock-on to an opinion, belief or attitude as being the truth about something, we build scotomas to, or lock-out contrary or different information. This is a defense mechanism that helps us to survive and provides security, but it also works against us when change and flexibility are needed.

Reality—all that forms an integral part of what an individual believes to be real; the perception and assessment of the environment in ways that coordinate with one's social and cultural schemes and values; an awareness of the environment and the need to accommodate to the demands thereof

Tension—an emotional state characterized by restlessness and anxiety; a mental state where one is thwarted from achieving an end

Vision—a dream, aspiration, goal or aim relating to the future

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"My increasing pride in myself demands that I achieve my best."

SUMMARY

Vision

In order to succeed, it is important to be end-result oriented, to have a vision. How does one get vision? It begins by asking yourself some simple questions: "What do I want? What do I want for my business? What do I want for my family? What do I want for myself?" Vision comes by being inventive and creative through the power of the mind.

Soon, you will find yourself saying "This is what I want. This is the way I want things to be." This is how you begin to create a vision.

The questions that usually follow are: "How am I going to do it? Where are the people going to come from? Where will I get the resources?"

Current reality

If you say you don't know the answers, a pragmatic person would probably advise you to be more realistic in your goal-setting. They would tell you to stay closer to reality. Stay away from that visionary stuff. The reality to which they are referring is known as current reality—the way we perceive things right now. Current reality is, very simply, the way things are at the present moment. Current reality is not fixed.

But let's not worry about the *how* right now. The *how* is known as the process, the method we use to achieve our goals. If we never permit ourselves to venture beyond what we already know, our vision will never be very large. It will always remain limited. What we need to be able to do is to invent the how. This we can do later. At this time, the most important thing is to learn how to expand our vision.

By expanding our vision, we can unleash the power that is within us. When you and I set a new vision, or a new goal, we declare a new significance. We open up our awareness to information that we may never have noticed before. We never noticed it before because we never needed it before. End-result thinking is important.

One of the functions of the conscious process is that of perception. One of the functions of the subconscious is to store reality. Earlier we talked about how the two work as a check and balance system.

What we also know is that the creative subconscious has two other functions. One is to solve or resolve problems as conflicts arise. The other is to create drive—enough energy to complete the task of resolving that conflict, discrepancy production and discrepancy reduction, which gets into what we have referred to as Gestalt psychology.

Gestalt psychology

A conflict arises when something we know to be true on the subconscious level does not match what we're perceiving through our senses. Whenever human beings envision an incompletion, we label it a problem. This triggers our subconscious creativity, which gives us the drive and energy to straighten up the mess and to restore order. Once we put things back together—completing the problem by matching the pictures—we can relax and go on to other things.

What we need to do in goal-setting is to throw our systems out of order. Simonton, a pioneer in the development of a model to show mind-body interaction, illustrated how the mind can change our view of ourselves and our problems through the use of positive mental images, visualization, overcoming resentment, relaxation, creating the future and setting goals.

By imprinting a new dream or vision into our minds and simultaneously looking at our current reality, we create cognitive dissonance, tension in our systems, because what we see around us fails to match our new idea of how things are supposed to be. This turns on that inner drive and creative energy that enables us to invent the how to our new goal. We create the *how*.

Compromise and excuse-making occur when the current reality is stronger than the vision you or I have. In order to prevent this, we need to assimilate the new reality through techniques of visualization and affirmations to make this vision stronger than the current reality. We will learn this technique as we continue with this study.

Visualization helps us imprint the vision.

Keep in mind that you and I are absolutely inventive, creative geniuses and that we, within ourselves, can do some very wonderful, brilliant, spectacular things if we know how to activate the power within ourselves. Once we understand how powerful we really are, we will know how to utilize our power to create healthy, happiness-producing goals. We will

also learn to assume full accountability for ourselves and to stop fixing the blame on outside circumstances.

The key is to lock-on to the vision.

The key is to lock-on to the vision, not the current reality. Current reality is only temporary. It's the vision that we should keep fixed.

If we allow ourselves to stay with what is emotionally comfortable, to stay fixed on our current reality, we will never allow ourselves to achieve our full potential and become what we are capable of becoming.

We always need a combination of looking at the truth, or current reality, and holding the vision. The combination of current reality and the vision creates the tension, which turns on the creative subconscious to resolve the difference, to help us with the creative genius to move us to the goal and self-regulate to our new standard, and in doing so, resolve the conflict.

PERSONAL REFLECTIVE QUESTIONS

Where have I lost momentum after I have set a goal?

Where have I compromised my goals?

What are my three most important goals at this time?

What is my vision for my personal life, family life, relationships, financial life?

PROFESSIONAL REFLECTIVE QUESTIONS

What is my vision for my career?

What is the department's vision, the company's vision?

What do I see as current reality in relation to that vision?

Where do we compromise our vision as a team, department, company?

What role do I play in achieving the team vision? The company vision?

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

"[illegible] doing it". [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

[illegible] sees more in you than you see in yourself

End Result Thinkers – What do you want?

"visualize ending"

"Vision"

'Look Forward' the way you want the future to be

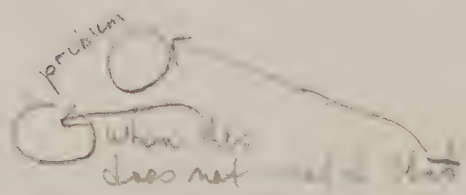
Ask: What do I, we want?

process → is current reality
[illegible] up

How to invent the way will come later
stifle the How for Now

Hold Vision – ① The How way things are to be
③ ↕ tension created here
② Way things are

Conflict



PERSONAL NOTES

[illegible]

visualize

affirmation

Invent the how

New vision – feedback ← anxiety

weight scale eg

Change to current reality or go back to what was

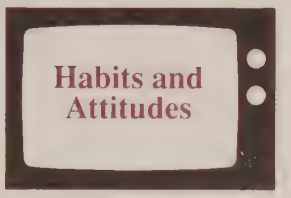
vision

[illegible]

[illegible] openawareness to new [illegible]

[illegible]

UNIT 5



OVERVIEW

This session provides insights into an automatic function of the subconscious—that is, how it controls our habits and attitudes. You will learn how the subconscious allows you to free flow once you have learned to type, drive a car, or do any number of useful daily activities. You will see how certain habits can become limiting or obsolete as change occurs, but you will also see that such habits can be changed to enhance your growth. You will have a better understanding of why many people become resistant and stressed when change occurs.

Also covered in this session is the cognitive dissonance principle in more detail. Simply stated, this principle holds that people become very uncomfortable and resistant when faced with a truth or opinion that is contradictory to their own. For example, you may lose your car keys and be convinced you cannot find them anywhere, until someone points to them on the table in front of you. You may be irritated, even though you've found your keys. Why?

Armed with the knowledge you will learn in this segment, you will be able to adjust to change with less stress. You will be open to increased effectiveness and a brighter future.

"Crank a man with new ideas until it works."
—Mark Twain
1835–1910

OBJECTIVES

As a result of completing this unit, you will understand:

1. how habits and attitudes are formed.
2. how habits and attitudes cause us to resist change.
3. how to recognize and change habits and attitudes to reach new goals.

KEY CONCEPTS

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

Attitude—(Lt. *aptitude:* fitness; renders one fit to engage in some task) a consciously held belief or opinion; easiest to visualize if we picture ourselves leaning toward those things we like (positive) and away from those things we dislike (negative)

Cognitive Dissonance—an emotional state when two simultaneously held attitudes or cognitions are inconsistent or when there is a conflict between belief and overt behavior; thought conflict; the uncomfortable psychological condition created when a person experiences contradictory or conflicting opinions, beliefs or attitudes at the same time. The resolution of this conflict is assumed to serve as the basis for attitude change in that belief patterns are generally modified to be consistent with behavior. We can hold different attitudes without emotional disharmony as long as a situation does not occur in which these attitudes are brought into direct confrontation with one another.

Creative Avoidance—a movement away from an object or goal by means of the imagination with the intent of anxiety reduction. Procrastination is one way to creatively avoid a situation.

Feedback—psychological or sensory information about an event that modifies or reinforces future behavior; a reaction from the environment (including people) that serves as a basis for future action; generally, the functioning of one or more components of a system. A smile is an example of positive feedback; a frown, an example of negative feedback.

Habit—a learned act; a pattern of activity that has, through repetition, become automatized, fixed, and easily and effortlessly carried out

Post-dissonance—an emotional state of uncertainty as to the merit of an act following its completion; sometimes referred to as buyer's remorse

Pre-dissonance—an emotional state whereby one is disposed to act; however, movement toward, or the completion of, the act is dissuaded by uncertainty as to the merit therein or the benefit thereof. Generally, constant overriding reassurance from an external source is required to complete the act.

Reflective Thinking—a casting back or returning to a thing; an introspection; a reflection upon a previous experience or event and its significance

Selective Information Gathering—a process involved in situations whereby attention is focused on positive or negative stimulus input; assumes a predisposition toward the stimulus based on preconceived value judgments

Self-Efficacy—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

Visualize(ation)—to recall or form mental images from the imagination; to make perceptible to the mind; forethought; mental simulation. Creative visualization is often a means of unblocking or dissolving barriers that we ourselves have created.

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I have established the habit of setting goals and achieving them."

SUMMARY

Habits are wonderful things, but they can also be stumbling blocks. All of our habits start on a conscious, deliberate level. They become automatic and free-flowing through repetition and assimilation.

Habits allow us to do several things simultaneously.

Much of what we do in life we do by habit—tying our shoes, putting on makeup, combing our hair, even driving a car. Habits allow us to do several things at the same time. So habits are good. Habits are good, I will add, as long as everything stays the same. It is when change enters our lives—and we are here to change—that trouble begins. Stress occurs. Frustration rubs nerves raw. So in order to grow and change, we must change old habits and attitudes to reach new goals and outgrow intimidating situations.

Why do people resist new things at work? It is because they function by habit—by accepted routines. They get so used to current ways of doing things that any change in their free-flowing habits upsets them.

It would be nice if we didn't have to learn new habits. But this fast-moving world won't allow that. Technology keeps changing, competition changes, too much new information keeps coming. Our competition won't allow us to go on, half dream-like, unchanging in a rapidly changing environment.

Don't lay it all on your associates, your co-workers or your employees. Turn it on yourself. You don't like to change comfortable routines, do you? Fine, neither do I.

But I know how to make it easier. I'm showing you how you can help people change with ease, how you yourself will find change easier and how to increase your self-efficacy. It's called visualization and internal goal-setting.

Now let's turn to attitudes. These, too, die hard. We must replace or modify old attitudes if we are going to realize our full potential. What is an attitude? Briefly, an attitude is the direction in which we are leaning. An attitude is kind of a deliberate emotional response to a perceived situation. If you lean toward something, you've got a positive attitude; lean away from something and you are said to have a negative attitude. Not good or bad, mind you, just positive or negative.

With a positive attitude you unconsciously do creative things to seek an objective, a goal you want to achieve or possess. With a negative attitude you will unconsciously lean away, try to get out of a situation, a task, through procrastination, which is one type of creative avoidance.

Now, this warning about attitudes: many people say we are born with attitudes. That's an excuse, pure and simple. We were not born with our attitudes—our attitudes came to us as part of our life-long conditioning process.

So be very careful about habits and attitudes—you were not born with them. You learned them, and what you learned can be changed or modified. Reflective thinking about your habits and attitudes is helpful in your growth.

Ask yourself where you got your attitudes about different races or ethnic groups or about women in positions of leadership and authority. Fashions change, people change, laws change, ideas change. And so it is that our habits and attitudes are constantly being challenged to change.

We have mentioned cognitive dissonance in the last two units. To explain this in more detail, a scientist named Leon Festinger first introduced what he called the cognitive dissonance principle. Cognition means belief, idea, so-called truth, opinion; dissonance means disharmony, getting upset, irritated, angry. What Festinger said was that no human can hold two conflicting beliefs in his or her mind without disharmony occurring.

That's why we're here. Changing beliefs, attitudes and habits can be upsetting, but only if they are changed by force or authority, or by self-willed internal coercion.

But they can be changed easily, painlessly, and with a minimum of stress through imagery and visualization. You can set a goal through imagery, and you can change a habit or attitude with imagery. To the degree that you use visualization and imagery—as we will do here—you can program in and assimilate new habits, change from negative to positive attitudes—and reach your new goals easily, without stress, fanfare or tension.

As the world changes, new growth challenges confront us. It is necessary to examine our habits and attitudes with an eye toward changing them when we need to.

PERSONAL REFLECTIVE QUESTIONS

Where have I been offered a growth opportunity, but my habits and attitudes prevented me from being as successful as I now know I could be?

offer by me to move forward into new ways

Where do I procrastinate?

- at home, work everywhere

Where do I experience creative avoidance?

[illegible] work, everywhere.

What is the most recent example of post-dissonance in my life? (buyers remorse)

[illegible]

PROFESSIONAL REFLECTIVE QUESTIONS

Four conscious-level activities I perform each day are:

Four subconscious-level activities are:

Where do I experience or witness positive attitudes at work?

What habits and/or attitudes are preventing my department from reaching our goals?

One example of the cognitive dissonance principle at work is:

Recent examples of pre-dissonance and post-dissonance in my life are:

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

Hard part maybe

- [illegible]
- prochastinating
- creative put off

[illegible]

"[illegible]

At our best wh[illegible]

free - [illegible]

sc [illegible] ( )

practice on the job → earn to [illegible] in the [illegible]

habits
attitude

practice - turn over to sub.c. — free [illegible]

Driver ed → teenager doing all [illegible] [illegible]

change [illegible]

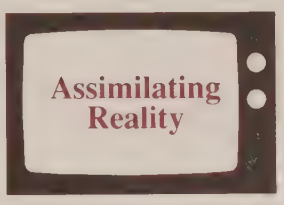
"Get Good Model to Assimulation

Attitude - Emotional responce to an outside stimulus

[illegible]

PERSONAL NOTES

UNIT 6



OVERVIEW

Now we begin to examine our thought patterns in detail in order to show that we build and modify our self-image through the ways we talk to ourselves. We call these inner conversations self-talk. Through our self-talk, we are constantly thinking and affirming to ourselves. We do this by using words that trigger pictures that bring about feelings or emotions.

We also learn that our subconscious does not know the difference between an actual experience and one that is vividly imagined. An actual event either positive or negative need not occur in reality over and over for us to record it. We learn that we reiterate the event in our mind and record it as though it's actually happening. We can use this to flick-back to successful experiences and flick-up to future success with a positive feeling. We also learn here the importance of the formula: I (imagination) times V (vividness) equals R (reality) in our subconscious. This formula will be the foundation for writing our goals in affirmation form, which we will learn later in Unit 9.

By learning the information in this unit, we will become more aware of people who hand us opinions of ourselves that don't fit the kind of self-image and growth we want. We will develop more discipline in rejecting the opinions of those who deter our growth by internalizing our locus of control. Thus we will develop more confidence and accountability in setting and accomplishing goals and coaching ourselves forward.

"Vital contact with reality drives man's creative art into action."
—J. Castiello
20th century

OBJECTIVES

As a result of completing this unit, you will understand:

1. the impact of self-talk on self-image.
2. how to change beliefs and therefore change performance.
3. the importance of the formula I x V = R in achieving your vision.

KEY CONCEPTS

Affirmation—a statement of fact; an internal cognitive act that establishes a specific course, direction, outcome or state of being for the future; a confirmation or ratification of a truth

Attitude—(Lt. *aptitude:* fitness; renders one fit to engage in some task) a consciously held belief or opinion; easiest to visualize if we picture ourselves leaning toward those things we like (positive) and away from those things we dislike (negative)

Attitudinal Balance Scale—a cognitive means of assessing one's positive or negative acts; e.g., positive self-talk "I am a capable person and people like me."

Behavior—in terms of human activity, any measurable response of a person

Belief System—a coordinated body of methods whereby one's beliefs encompass the whole

Flick-Back/Flick-Up—to borrow from a past, positive experience and bring the feeling into your present visualization of your affirmation; systematic desensitization

I x V = R—imagination times vividness equals reality (in the subconscious)

Imprint(ing)—to establish firmly or impress on the mind or memory; a kind of restricted learning that takes place within a relatively compressed time span, generally is exceedingly resistant to extinction and reversal and has a profound and lasting effect on later social behavior with respect to the stimulus objects for the behavior; an acquired behavioral response that is difficult to reverse and is normally released by a certain triggering stimulus or situation

Locus of Control—(Lt. *locus:* a place, center, source) the degree to which an individual feels that he/she has control over the events that impact his/her life. A person who believes in self-reliance and self-accountability is said to have an internal locus of control. Conversely, one who feels victimized or not accountable for events professes an external locus of control.

Reinforcement—the operation of strengthening, supporting or solidifying something or the event that so strengthens or supports it; the acquisition, maintenance or extinction of a behavior

√ ***Self-Efficacy***—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

√ ***Self-Esteem***—the degree to which one values oneself; the worth/value of the picture

√ ***Self-Image***—the accumulation of all the attitudes and opinions one has perceived about oneself which form a subconscious picture of oneself; the imagined self; the self that one supposes oneself to be; the picture; self-regulation

√ ***Self-Talk***—an act whereby one evaluates or assesses one's behavior; how one talks or reaffirms to oneself when one reacts to one's own evaluation, or others' evaluations of one's performance. Self-talk may have an affirming influence in establishing self-image. (illustrated on page 138, PRM 1 and the last page of the Key Concepts Glossary)

Unlimited—limitless; unrestricted; unhindered; without boundaries

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I have the patience and time to build upon my strengths for the future, thought by thought and step by step."

SUMMARY

Winston Churchill, a prolific writer, turned out dozens of books and thousands of magazine articles. He worked with a battery of secretaries and researchers.

In the heat of creative composition they would sometimes get into arguments and in one of these arguments, Mr. Churchill criticized them for a mistake. "Perhaps so, Mr. Churchill," one of them responded, "but you, too, make similar mistakes."

"Ah, yes," Churchill said, "but I am a great man."

There you have an example of a high self-image and high self-efficacy, reinforced by positive self-talk. Mr. Churchill—whose associates adored him, by the way—was not being arrogant. He was merely stating as fact his belief in himself, his knowledge, his position in the world, and his belief that he was, indeed, a great man. And so he was.

So let's talk about what you think of you. What are you good at? What are you not so good at? Forget about what others think of you; how they perceive your skills, talents or shortcomings. Really, now, what do you think of yourself?

Your self-image is your opinions (beliefs) about yourself.

Of course, we are talking about your self-image, the most important thing you have. You have many beliefs about yourself, not just one. You will soon see that these opinions of yourself—these beliefs—are what control the real use of your potential, and the level of your self-esteem and self-efficacy.

When you learn to change these beliefs, you can expand the use of your skills—the unlimited potential within you. The way you think determines the way you act. If you grew up thinking of yourself as shy, then you are shy. If you see yourself as naturally overweight, you might lose a few pounds. But soon you will creatively gain back those pounds you lost. Why? Because you see yourself—your self-image—as an overweight person.

Internal beliefs control external behavior.

If it's true—and it is—that our internal beliefs control our outside behavior, then let's set about doing something about them. Let's change the inside.

Right now is a good time to really get into this business of self-talk. Up to now, we've only skirted the edges of it, but self-talk, or how you talk to you, has a powerful impact on your behavior. We build and modify our self-image through our own self-talk. Through our self-talk we are constantly thinking and affirming to ourselves. We do this by using words that trigger pictures, and these pictures, or images, bring about feeling and emotion.

What is self-talk? It is the conversation you and I carry on with ourselves all the time. While I'm talking to you, you are talking to you three times as fast. When I stop talking, you speed up about six times faster.

For example, someone says to you:
"You're wanted on the phone . . . it's an emergency!"

Emergency	WORD
⇓	⇓
Car Wreck	PICTURE
⇓	⇓
Fear for Loved One	EMOTION

Now, many of the thoughts we have, expressed in our self-talk, are valid, constructive, very positive and quite reassuring. They are pluses.

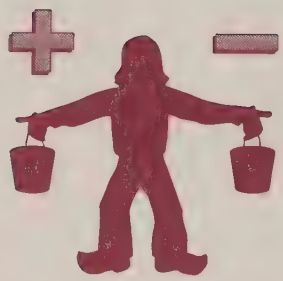
But some of the thoughts we express to ourselves, without even moving our lips, are very sarcastic, devaluing, belittling, negative, debilitating. I have often said that if a friend talked to you the way you frequently talk to you—well, the friendship would be over in a hurry.

These thoughts, the pluses and the minuses, accumulate in the neuron structure of our brain—they accumulate and form our belief system. Your self-talk builds (or tears down) your self-image.

How you talk to you is important.

Once you program your self-talk into your subconscious, it is imprinted there. So this is very important: how you talk to you—how you computer-feed into your subconscious—is extremely important.

Remember how we defined attitudes? These are the directions in which we lean. If you lean away, the attitude is negative. If you lean toward something—your goal—the attitude is positive.



All of our lives are measured on what I like to call an attitudinal balance scale. It is illustrated here by the picture of a person carrying two buckets on a pole across his shoulders. Every time we make an affirmation, every time we deliver our self-talk with words, pictures and emotions, we are adding weight to one or the other buckets on our attitudinal balance scale—positive or negative, plus or minus, we are reinforcing our attitudes.

You need not wait for others to affirm how good you are. You can do that for yourself. I would encourage you to make a list of the things you have done well in the past and then go over and over the list, reiterate your successes and drop your mind into a coming event and feel the success. This is the flick-back/flick-up technique, and we will come back to it again. If you're going to grow, you will learn to deny, to reject, all negative, devaluing, sarcastic, belittling criticism that comes your way. As we work together in this course, you will learn to accept only the information that will help you grow into the kind of positive, contributing, high-performance individual you are capable of being.

How?

The same way your self-image and self-efficacy was built in the first place. Instead of negative weights on your attitudinal balance scale, you program your subconscious to accept only information that will help you grow into the kind of person you decide to become and reiterate these positive thoughts.

There is a formula that is all-important for changing your erroneous beliefs, and therefore your behavior—your performance. The formula is this:

$$\mathbf{I \times V = R}$$

Imagination times vividness (clear picture with emotion, repeated) equals reality (in the subconscious).

So it is that once we vividly imagine an experience, a goal, it becomes imprinted in our subconscious. We are assimilating our new reality. There is a simple, easy process to accomplish this, which we'll develop as we go along.

PERSONAL REFLECTIVE QUESTIONS

Make a list of the things I have done well in the past. Go over and over, reiterate these successes, flick-back/flick-up into a coming event and feel the success.

I am a loving daughter
I am a wonderful parent
I am a great friend
I am a good listener
I am the best teacher I can be and continue to get better
I am filled with divine love
I am healthy.
I am a good cook
I am a good driver
I am a good provider of encouragement.
I am a confident, creative individual
I am beautiful and full of vital energy.
I am happiness, joy + contentment

What are some examples of positive self-talk I hear or have used that trigger positive feelings for me?

I am the best I am and
get better and better everyday.

I am fill with the positive energy
to fulfil my potential

What do I do when I hear negative, devaluing talk around me?

Withdraw - say encouraging words.
- correct image

PROFESSIONAL REFLECTIVE QUESTIONS

Where do I build up the self-image of others around me?

Where do I tear it down?

What is the self-talk like in my organization during coffee breaks, lunch or after work? Does it enhance people?

What are some negative self-talk statements I hear around my workplace? How can I help make that kind of talk more positive?

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

Self-image is developed by an individual through his/her thoughts.

self regulation

Think
↓
3D
↓
Words
Picture
↓
Image

affirmation

water bucket
ideas
+ → potential

- bucket filled with negitive lean toward -

eg (Can't draw idea)

Self-talk is talking to oneself.

Belief happens when a thought is repeated over + over

You self-regulate at your belief level not your potential

eg: Kids Messy Room

Tell them what to do right -
eg Pick them up + put away.

Must control your own - self talk

PERSONAL NOTES

PERSONAL NOTES

UNIT 7

OVERVIEW

All of us at times feel out of place. In some situations we feel strained, tight and tense. In others we feel relaxed and at ease. There is a simple explanation. We have a self-regulator called a comfort zone. In this session you will learn that you have a comfort zone that corresponds with your current self-image in any particular area of your life. How we value ourselves and how we perform are determined by our self-image and the comfort zone that matches this picture we have of ourselves. When we move away from our currently dominant self-image (and corresponding area of effectiveness), we experience both physical and psychological feedback. Moving out of our comfort zones causes tension and anxiety. We are unable to think and act as we normally do. A feeling of being out of place physically and emotionally causes us to get back into that range where we feel more comfortable.

This session provides valuable insights into comfort zones as they relate to our self-image, sometimes preventing us from expanding and enhancing our lives. By using this information, you will find effective tools to assist you in getting out of your own way! You will find how to have positive adventure in your life, with positive, health-enhancing excitement.

"The lust for comfort, that stealthy thing that enters the house as a guest, and then becomes a host, and then the master."
—Kahlil Gibran
1883–1931

OBJECTIVES

As a result of completing this unit, you will understand:

1. how self-image controls our comfort zones.
2. how comfort zones affect our performance.
3. why anxiety and tension occur.
4. why you may be reluctant to try out new things.

KEY CONCEPTS

Adventure—When one deliberately takes oneself out of an old comfort zone, safely imprinting the new into one's subconscious, life becomes an adventure. Eustress is the result.

Anxiety—an unpleasant emotional state of apprehension, dread or distress that exists oftentimes with no objective

Comfort Zone—a limited area of perception and association wherein the individual/group can function effectively without experiencing uneasiness or fear; a limited, defined physical or psychological area in which a person feels at ease; self-regulating mechanism; anxiety arousal control

Dominant Picture—(Lt. *dominari:* to rule) the prevailing view; the strongest picture; a ruling view or belief that is primary to the interpretation

Drive—a motivational state learned through association and directed toward a particular goal or objective; an inner urge that stimulates activity or inhibition

Eustress—a health-enhancing, positive form of stress; the positive, healthy excitement of a full and meaningful life of activity

Feedback—psychological or sensory information about an event that modifies or reinforces future behavior; a reaction from the environment (including people) that serves as a basis for future action; generally, the functioning of one or more components of a system. A smile is an example of positive feedback; a frown, an example of negative feedback.

Self-Esteem—the degree to which one values oneself; the worth/value of the picture

Self-Image—the accumulation of all the attitudes and opinions one has perceived about oneself that forms a subconscious picture of oneself; the imagined self; the self that one supposes oneself to be; the picture; self-regulation

Stress—a state of psychological tension produced by physical, psychological and social forces and pressures. Stress is the result of outside forces.

Tension—an emotional state characterized by restlessness and anxiety; a mental state where one is thwarted from achieving an end

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I release my energy and the genius needed to create adventure and joy in my life."

SUMMARY

We are all familiar with situations where we have felt uncomfortable. Perhaps one time you were asked to introduce the speaker at a meeting at the last minute. Standing up in front of a crowd is not something you are used to. Remember how it felt as you faced that audience? Would words come out, you wondered? And did they?

How did you feel the last time your boss handed you a work assignment and cut the usual completion deadline in half?

Or maybe you have recently attended a party where you didn't know anyone else. How did you feel as you walked into that room full of strangers? Especially when you realized that you were wearing jeans and a sweater while everyone else was all dressed up!

All of us have comfort zones.

Situations like these can fill us with anxiety and stress. When we are moved from the familiar to the new or different, we travel out of our comfort zone. We all have comfort zones. For every truth we have, for each current reality, or self-image picture of ourselves, there is a corresponding comfort zone. A comfort zone is our internal self-regulator.

Recall times and places when you felt out of place. When we don't feel right, and feel out of place, our performance suffers. Once more, tension and anxiety set in. Your anxiety arousal was beyond its point of usefulness.

The key to your own expansion—to higher, more fulfilling performance—is to expand your self-image. By expanding your self-image, you expand—or raise—your comfort zone.

Expand your self-image.

The higher your self-esteem, or self-image, the easier it is to deal with new situations and new challenges. Think of your comfort zone as a regulating mechanism; like a thermostat that controls room temperature, it controls your anxiety arousal. Once the temperature gets too hot—click. It goes off. Once it gets too cold—click. On it goes.

Let's use the familiar illustration again. First we make a dotted line that represents $2,000 in monthly sales. That's a comfort zone for some sales people. Now, let's put in another dotted line, representing $3,500 in monthly sales. Let's say that same sales person suddenly comes up with a $3,500 month. Will he or she continue that way?

More likely, the sales person will say, "Oh, I'm a $2,000 a month person, that's my usual quota." He or she won't feel comfortable at the new, higher sales level. You can bet your bottom dollar that next month that person will creatively get back to the $2,000 level, where he or she feels comfortable.

What's the answer? It is, quite simply, to raise the person's self-image. Once we do that—through imagery and affirmation—the sales person won't be comfortable at the $2,000 level. He or she will find all sorts of creative ways of getting up to $3,500—perhaps even higher. The drive would be created to achieve that level.

Once you change in your mind where you belong, then you embark on a pleasant, exciting journey. When you deliberately take yourself out of your old comfort zone safely—programming the new into your subconscious—life becomes an adventure; it turns on the best that is in you, releasing the energy and talent you have to achieve goals at higher levels.

You create adventure and a kind of positive stress (eustress) when you deliberately take yourself out of your comfort zone and accept the excitement that is generated by a full and meaningful life.

PERSONAL REFLECTIVE QUESTIONS

Five areas (activities, situations) I am currently avoiding because I feel out of place are:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Where do I feel uptight, stressed, anxious, sick to my stomach?

How do I know when I am out of my comfort zone?

PROFESSIONAL REFLECTIVE QUESTIONS

How does the comfort zone concept apply to the changes that are occurring in my job, our department, our industry?

Where do I observe people out of their comfort zones at work?

Select three work-related tasks or events that my job requires me to perform where comfort zone challenges currently impair my performance or stop me from using my full potential.

What is the value to me of overcoming each of these comfort zone challenges?

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

PERSONAL NOTES

What would you like to expand your comfort zone?

Discussion

UNIT 8

OVERVIEW

In this segment we start to focus on the tools for growth and change. We'll examine the importance of the process of assimilation in reaching our goals. We'll learn that once you understand how to assimilate your goals, there is a greater likelihood of successfully changing habits and attitudes and reaching the goals you have set for yourself. We'll look at the importance of assimilating the information you are learning in this entire course to create the successful life you want.

Anything that you have absorbed into your reality becomes very automatic, natural, usual, easy, and free of stress and anxiety. This is the key to making change an adventure in your life and the key to continually developing the marvelous potential inside you.

One basic principle comes into play here: all meaningful and lasting change starts first on the inside and works its way out. Through visualization, you assimilate what you want into your subconscious. Your affirmations are the words that trigger pictures (imagery) that bring about the right emotion and feeling.

"There is nothing permanent except change."
—Heraclitus
540–475 B.C.

OBJECTIVES

As a result of completing this unit, you will understand:

1. the importance of assimilation in goal accomplishment.
2. the use of first-person, present-tense imagery.
3. that all meaningful and lasting change first starts on the inside and works its way out.

KEY CONCEPTS

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

Creative Avoidance—a movement away from an object or goal by means of the imagination with the intent of anxiety reduction. Procrastination is one way to creatively avoid a situation.

Drive—a motivational state learned through association and directed toward a particular goal or objective; an inner urge that stimulates activity or inhibition

Experiential—a state or activity through which one has learned and gained knowledge. Some (experientialists) argue that experience is the only or principal basis for knowledge.

First Person—a grammatical state in which a speaker (writer) refers to himself or herself or to a group including himself or herself

Flatten Out—behavior, performance or a view related to life that seems to be constant, continuing and unchanging

Growth Change—the result of a process whereby development or progression has occurred; e.g., increased understanding

I x V = R—imagination times vividness equals reality (in the subconscious)

Image of Reality—(Image: from Lt. for *imitation*) a cognitive process that operates as if one had a mental picture that was a representation of a real world scene; a construction; a picture in the mind

Imagery—the formation of mental pictures through the use of the imaginative faculty

Imprint(ing)—to establish firmly or impress on the mind or memory; a kind of restricted learning that takes place within a relatively compressed time span, generally is exceedingly

resistant to extinction and reversal and has a profound and lasting effect on later social behavior with respect to the stimulus objects for the behavior; an acquired behavioral response that is difficult to reverse and is normally released by a certain triggering stimulus or situation

Peak Performance—maximum intensity; the highest level of operational achievement

Present Tense—current state of being or existence usually expressed in grammar by the use of a verb, e.g., "I am a considerate, loving person."

Stress—a state of psychological tension produced by physical, psychological and social forces and pressures. Stress is the result of outside forces.

Visualize(ation)—to recall or form mental images from the imagination; to make perceptible to the mind; forethought; mental simulation. Creative visualization is often a means of unblocking or dissolving barriers that we ourselves have created.

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"Now I know where I want to go. Goal-setting is a natural, free-flowing part of me."

SUMMARY

The further you get into the whole constructive process of goal-setting, the more you realize that the future is now. Quite simply, goal-setting is deciding what we are going to get used to.

Once you decide what it is that you will get used to—the new job, the new income, the new way of doing things—you no longer accept the way things are.

Your new picture of what is acceptable does not allow you to be content with the old. Today's current reality at one time was your vision. By so visualizing, by creating your new picture of reality, you unleash all sorts of creative energy.

Remember, just deciding isn't enough. A resolution for yourself or others—well-meaning as this may be—is just another means to inspire procrastination.

What is needed is our old friend, the equation:

I x V = R

Imagination x Vividness = Reality

So deciding is not enough. Our objective here is to imprint in our subconscious mind the way we want things to be. We imprint by visualizing with forethought, over and over, what it is that we want, our positive scenarios.

When we do this, we will change our picture. The picture we create is the now. Once people get their picture imprinted into the now, they will move heaven and earth to bring this new reality about. That is real motivation.

All of this I like to call assimilating the new reality.

To illustrate this assimilation process, let's take the hypothetical case of a child getting ready to attend kindergarten. The principle applies to every goal we set in adult life.

Now, you don't take a child, drive him or her up to a school yard and say, "Here, this is kindergarten. Get out and go there. This is good for you. Have a nice day."

Of course you don't. No sensible parent would ever use such a cruel and clumsy method. Instead, a good parent paints the picture of kindergarten—telling the child what it's about,

allowing the child to visualize this new adventure ahead of time.

Once you let the child visualize himself into kindergarten, his new situation in life, his new experience, his new challenge, wild horses couldn't stop him from going to kindergarten. So it is when we, as adults, assimilate the new reality. We visualize and imprint. Over and over. Soon our present picture of reality does not match the new reality we have pictured in our minds—as though it is happening right now. Again, wild horses could not stop us from performing, from realizing our goal.

As you visualize the new, you become dissatisfied with the old.

As I keep repeating, all meaningful and lasting change begins on the inside and works its way out. When you try to mandate change with your employees or your co-workers, the kindergarten principle takes over. They resist change, they develop creative avoidance.

All meaningful and lasting change begins on the inside and works its way out.

You put the picture into your mind, look at current reality, and the creativity and tension start in your system. Now, you change either your behavior or you change the world out there. That's how it works. That's how powerful you are, so in any area you want to change, you use the same process. Goal-setting is getting used to the new vision, a better standard, more prosperity, a higher quality, more excellence, better behavior, a greater standard of life, the new way things are supposed to be. You need to assimilate that, and the only way you can do so is through experiential, first-person, present-tense imagery.

As with the child, once you help your co-workers or employees paint the picture and assimilate the new reality, they will have positive motivation right away.

Goal-setting is getting used to the new.

Remember, too, that goal-setting is an ongoing process. Once a goal is achieved, there is a tendency to shut down, to develop a sort of malaise in your company or workplace. To prevent this flattening out process, you develop a continual process of goal-setting by always imprinting and imagining the new picture of the new reality—imprinted and imagined vividly

So it is necessary, in a teamwork situation, that all of you work together in visualizing new realities. You build, through picturing and visualization, a new standard of excellence for yourselves and your co-workers.

PERSONAL REFLECTIVE QUESTIONS

Family Timeline

Create a timeline of your immediate family and other special people in your life. Construct a graph on the next page with one axis listing all family members and the other axis charting the next 10 years. After each family member's name, list that person's age and project that age through the turn of the century.

Now, look at the chart as you address these questions to yourself:

- If you are still planning to build that big house for the kids, how much time do you have left to do it and have them live in it?
- When will the college expenses hit? What's your plan?
- How much work time do you have left? When will retirement come?
- Can you tell when your grandchildren will be born?
- Are there certain years you might like to plan to stay close to home?
- When would be the best time to travel? To write that book?
- What can you learn about the timing of your business investments? Starting a new venture?
- How old will your parents be 10 years from now?
- How about special vacations when the kids are at just that right age?
- When should you plan to give your children your religious values, your business values, your family values?
- What will the holidays be like in the 21st Century?
- What are you getting ready for?

	Today	1 Year	5 Years	10 Years
Husband				
Wife				
Son				
Daughter				
Mother				
Father				
Grandmother				
Grandfather				
Grandson				
Granddaughter				
Brother				
Sister				
Niece				
Nephew				

Some examples of where I have put off and gradually gotten used to things are:

A perfect summer would look like:

A perfect fall would look like:

A perfect vacation for me would be:

Relaxing. New Experiences

A perfect winter would look like:

A perfect spring would look like:

I have always dreamed about:

If I knew that I had only one year to live, I would do the following:

PROFESSIONAL REFLECTIVE QUESTIONS

Here is what I want my job/career to look like:

My top three work-related goals are:

What standards are good enough for our department, our team?

Some areas where we as a team or department would like to increase our standards are:

The way we would like it to be is:

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

Visualize the new you become dissatisfied with the old. - creates imbalance - move towards order.

Alter picture on inside - become comfortable with it → move towards it

Move towards what your mind dwells on

Key to grow → you must see the future as the now.

Goal writing in future tense as though its already done.

Identify with the model. See yourself in the position with a positive emotion

Make the inside picture stronger than the way things are to create it.

Out of order into order → repeat → repeat.

Cause apetite to grow

Broken Window story -

Rug story

no discontent no growth

Lesson → #9

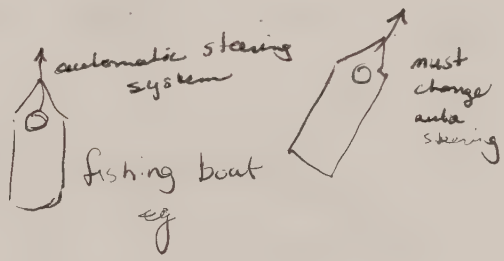
PERSONAL NOTES

Affirmations

- I am (in the now), I have, it's easy for me (present tense
- positive outcome
- Already have already done - future tense as though it is done

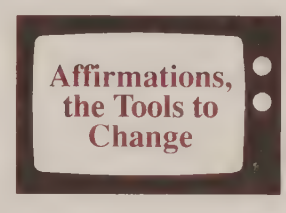
Affirmations

- positive
- present
- personal
- indicate achievement
- no comparision
- action words
- precise - clarity
- emotion words
- balance
- realistic



Affirmations change the automatic polit system.

UNIT 9



OVERVIEW

We have already talked about the necessity to assimilate and absorb the new reality.

The tools to do that are the writing and imprinting of affirmations. This session contains the necessary, practical, but simple rules for visualization. Step by step you will learn the basics of how to write affirmations; how to set goals; how to imprint and how to visualize yourself into the new. This session includes eleven guidelines, with many samples of written affirmations and several exercises designed to refine your ability to write affirmations in the most effective way.

Again, we will emphasize that the words you use must trigger the correct and accurate picture in order to bring about the strong positive emotion you need to assimilate your new reality.

At the conclusion of this session, you will spend some time on your own, writing your own affirmations. In your Audio Assimilation Kit, use Tapes #1 and #2 to review the concepts. Refer to the notes you have written on your ***GOAL AND AFFIRMATION IDEAS*** pages in each unit as you write your affirmations.

"Let us not go over the old grounds; let us rather prepare for what is to come."
—Cicero
106–43 B.C.

OBJECTIVES

As a result of completing this unit, you will understand:

1. the step-by-step procedure for writing out goals in affirmation form.
2. the importance of your spirit of intent in successful goal-setting.
3. the use of affirmations as trigger tools for your subconscious.

KEY CONCEPTS

Affirmation—a statement of fact; an internal cognitive act that establishes a specific course, direction, outcome or state of being for the future; a confirmation or ratification of a truth

Belief System—a coordinated body of methods whereby one's beliefs encompass the whole

Confidential—(Lt. *confidere:* to trust) a matter not to be divulged

Controlled Change—a process whereby one's beliefs and associated lifestyle are altered through the medium of specified psychological techniques to prescribed, predetermined outcomes

Dominant Picture—(Lt. *dominari:* to rule) the prevailing view; the strongest picture; a ruling view or belief that is primary in the interpretation

I x V = R—imagination times vividness equals reality (in the subconscious)

Imagery—the formation of mental pictures through the use of the imaginative faculty

Imprint(ing)—to establish firmly or impress on the mind or memory; a kind of restricted learning that takes place within a relatively compressed time span, generally is exceedingly resistant to extinction and reversal and has a profound and lasting effect on later social behavior with respect to the stimulus objects for the behavior; an acquired behavioral response that is difficult to reverse and is normally released by a certain triggering stimulus or situation

Override—to establish one dominant belief in place of another

Present Tense—current state of being or existence usually expressed in grammar by the use of a verb, e.g., "I am a considerate, loving person."

Spirit of Intent—the intent or motivating force behind one's acts, words or deeds

Visualize(ation)—to recall or form mental images from the imagination; to make perceptible to the mind; forethought; mental simulation. Creative visualization is often a means of unblocking or dissolving barriers that we ourselves have created.

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I enthusiastically set goals for the day, the week, the month, the year. I love the satisfaction of achieving them."

SUMMARY

Imagery is nothing new in your life. When you visualized with forethought being married, you were drawn in that direction; you got creative to make that marriage happen. When you were in the sixth grade, you visualized being in the seventh grade; and you were ready to attack it. As a child, you looked forward in November to the holidays (you were visualizing), and you could hardly wait for that season to come. Something happens inside as people look forward to goals. They visualize them vividly and then move toward them with anticipation and constructive imagery. You become discontent with the present moment and want to possess the new.

Control your goal-setting through imagery.

Here you learn to control your goal-setting through deliberate self-talk and visualization. You learn to be in command of your forethought, and you determine what you desire to have happen. You paint positive scenarios. All other goal-setting is just good intentions. You might say they're New Year's resolutions. Without commitment to visualize and imprint, you let yourself down again and again. We are working from the inside out, where all meaningful and lasting change begins.

As we begin to imprint and visualize the end result (as though it is happening now), I want you to think of the airplane training simulator. You are, in a very real sense, through your imagination stepping inside your own simulator. You are experiencing through vivid imagery what is going to happen, precisely as if it is happening to you now. Just as the pilot doesn't decide what he will do, you can't just decide you will be a better salesperson, parent or whatever.

An affirmation is a statement of fact.

Also, you cannot observe others and imprint the picture of yourself. The imagery triggered by your affirmations must be written so that the words truly draw out personal emotion and feeling. Vividness is what we need. Remember, an affirmation is a statement of fact or belief that triggers our subconscious. What? An image of us—you—doing something experientially, doing something, being something, having something, as though it is happening right now?

I x V = R

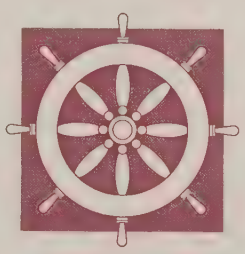
Through your perception over the years, using the formula I x V = R and with your own self-talk, you've been telling yourself whether you're shy or outgoing; whether you're a

warm person or a cold individual; whether you're fast or slow; and whether you're high performing or low performing. There are many shades of gray.

Affirmations are trigger tools for the subconscious.

Thus, to repeat, you have a picture of yourself, a self-image. Once you get this picture of yourself, it's very hard to grow unless you change it. You can override the automatic pilot of your subconscious picture, but only temporarily and only with great strain and effort. So what I'm telling you now is that through your self-talk, through your imagery, through writing the right affirmations, through visualizing positive scenarios with your forethought and reiterating your forethought you imprint this and you alter this subconscious picture to your profound advantage.

By changing this picture of yourself, you become ready for the new job, prepared for more responsibility and confident of a high income. You are ready to attack life and move ahead. As you change your picture, the process always makes you act like you.



As I said earlier, you can override your picture. But until you alter it, you return to your dominant picture. Changing the picture and your performance becomes automatic, effortless, natural and free-flowing. It becomes easy to act like you or the picture you have of yourself.

Spirit of intent

The road to mediocrity is paved with good intentions. So if you use words in your self-talk and in your affirmations that are flat and unconvincing, they are worthless. I am talking about the spirit behind the word, or your spirit of intent. It is the intent, power and meaning behind the word that make the difference in you. It takes your real, deliberate and spiritual intent behind the word to affect your belief system.

All your well-meaning goals and intentions are garbage without the spirit behind them. It is your spirit and belief behind your goal that will imprint and change you. You say unconvincingly, "I think I'll start saving." Save your breath. "I think I'll be a better person," you state. Or you say, "I think I'm going to be better at my business." That sounds nice. Often we say, "I think I'm going to. . . ; I think I will. . .; or I think I ought to. . . ." I've heard this often. Just how good is your word? It is the spirit of intent that is important.

Your growth, success and satisfaction depend on your willingness to master a few simple rules, the steps to visuali-

Decide
⇓
Write
⇓
Imprint
⇓
Change occurs

zation and imprinting. I have emphasized earlier that once you decide to make a change of any kind in your life, you must first change your self-talk, which structures your self-image. We are now ready for the tools to bring about this new reality you desire. Visualization is not new; it is part of a child's life as well as an adult's. Imagery is a natural part of the human life process. So what I am about to teach you is as practical as balancing your checkbook.

Merely deciding to make a change in habit, attitude or behavior will not bring about that change. The decision to change is only the first step. You must first make the change in your subconscious self-image and then in reality. Your goal is the mental picture of what you want. When you write this goal down properly, it becomes an affirmation. Remember, an affirmation is a statement of fact or belief. And it must be written out in personal, positive, present-tense form. It must be written as though the goal is already an accomplished fact!

How to write affirmations.

Here are some guidelines for making each change goal into a positive, present-tense "I am" affirmation.

1. ***Personal:*** You can only affirm for yourself. Do not try to affirm qualities or changes in other people or to correct or alter situations you cannot control. In writing your affirmations, you are changing your regulator, your self-image, through your personal affirmation statements. Only you can deliberately control the input of information and visualization that brings about the change of your subconscious self—"I am" image. Therefore, in most cases your affirmation will be an "I" statement.

   As with most guidelines, there is an exception. When you and your team have agreed on a joint goal, it is possible to write a "we" affirmation. For example, you and your work team set a negotiated joint goal, or you and your family set a vacation goal. In this case you will need to affirm both the "we" joint goal as well as your individual part of reaching the goal.

2. ***Positive:*** Write out your affirmations in a positive sentence structure. Do not describe what you are trying to move away from or eliminate. You must vividly paint the picture of the change you want for your subconscious in a positive statement. For example, do not make an affirmation like "I'm no longer lazy," but put it in a positive statement like "I am energetic" to trigger the picture of the change you desire.

Be positive.

3. ***Present tense:*** Write out your affirmations in the present tense. The reason we use only present tense in describing our affirmations is that this is the only time frame the subconscious operates on. Statements like "some day," "maybe I'll" or "tomorrow I'll" create pictures that make you feel detached from the behavioral change you want to experience now. You want to feel the change inside your own mind and body. It is important for the subconscious to receive a picture of you as though you are looking out of your own eyes at what you are achieving and feel the emotional response to that change.

State it in the now.

4. ***Indicate achievement:*** Do not indicate the ability "I can" in your affirmation because this does not produce change. You already have the ability. What you must indicate concretely is actual achievement. Statements like "I am" and "I have" clearly express to the subconscious a picture of the behavior change that you desire. By using affirmations, you are assuming on the subconscious level that you are already acting like the person you indicate you want to become. The more you subconsciously act as though you already are in possession of that quality or change, the faster your self-image will make it evident in your daily actions. By seeing your goal completed, you also help eliminate some of the stress usually associated with trying to achieve a goal. Psychologically, the game is over, and you know how it turned out. The pressure of the ending is gone. You can now give your attention to the process in a more relaxed, enjoyable manner.

Actual achievement

5. ***No comparisons:*** The technique of affirming is a personal process. You are a unique person. If you attempt to compare your growth to that of other people, it gives

You are unique.

you no personal way of measuring your growth progress. You may become discouraged by not measuring up to others, or you may get false cues as to the change in your self-image by surpassing someone who is less capable. Do not affirm that you are as good as or better than anyone else. Just strive to bring about the changes in your self-image that you desire by affirming the qualities that are best for you.

Create moving pictures.

6. ***Action words:*** Describe the activity you are affirming in terms that create pictures of you performing in an easy and anxiety-free manner. Describe your subconscious actions by statements that start with: "I easily," "I quickly," "I enjoy," "I love to," "I thrive on" or "I show." Statements like these carry a picture of accomplishment that does not cause you to feel either threatened or pushed. The result is that you keep moving toward your goals with confidence and poise.

Use impactual words.

7. ***Emotion words:*** Put as much excitement in the wording of your affirmations as you can by vividly stating your behavior in colorful terms. Words that spark an emotional picture in your subconscious help to make the experience in your affirmation more believable and attractive. Write out your affirmations in a manner that creates fun, pride, happiness, accomplishment and joy. The more emotion, the faster the change. Some examples of starting phrases include: "I warmly," "I happily," "I lovingly" or "I enthusiastically."

Be accurate.

8. ***Accuracy:*** It is important for you to affirm only as high as you can honestly imagine yourself becoming or performing. The rule of thumb is: do not overshoot or undershoot. Have such a clear and vivid picture of the end result that you accurately stay on course.

Balance is a key.

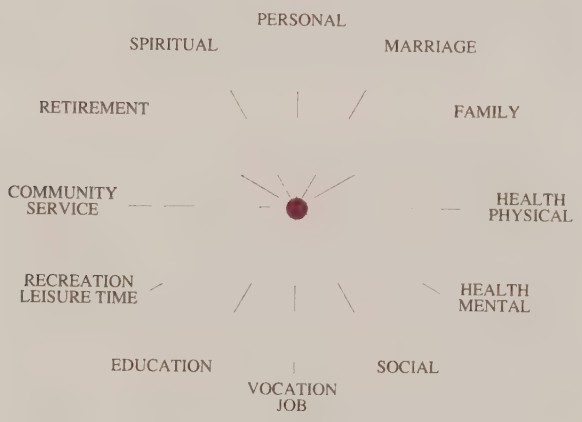
9. ***Balance:*** A vital aspect of the process is that your affirmations of your goals fit together in a consistent manner. Avoid affirming with inconsistent directions. Balance is the key. Look at growth in all areas of your life rather than just one or two. For example, if all your affirmations focus on improving

TARGETING WORDS

Accepted
Accomplish
Achieve
Acknowledge
Active
Adaptable
Admire
Adorable
Adventurous
Affectionate
Agreeable
Aggressive
Alert
Amazing
Ambitious
Articulate
Aspiring
Assertive
Assured
Attentive
Beautiful
Beloved
Blessed
Blissful
Brave
Bright
Brilliant
Calm
Capable
Caring
Charming
Cheerful
Clean
Clear
Clever
Colorful
Comfortable
Comic
Compassionate
Competent
Complete
Complimentary
Composed
Concise
Confident
Conscientious
Considerate
Constructive
Content
Cooperative
Courteous
Creative
Cultured
Curious
Dazzling
Decisive
Delightful
Dependable
Deserving
Determined
Devoted
Dignified
Diligent
Diplomatic
Disciplined
Dramatic
Dutiful
Dynamic
Eager
Easy
Effective
Efficient
Effortless
Electric
Elegant
Eloquent
Embrace
Encouraging
Endearing
Enduring
Energetic
Enjoyable
Enlightened
Enterprising
Entertaining
Enthused
Enthusiastic
Excellent
Exceptional
Exciting
Expectant
Expressive
Faithful
Famous
Fantastic
Fascinating
Fearless
Feminine
Fervent
Festive
Flexible
Fluent
Forceful
Forgiving
Fortunate
Fresh
Friendly
Frugal
Fulfilling
Fun
Gallant
Generous
Genial
Gentle
Genuine
Gifted
Giving
Glad
Glorious
Good
Graceful
Gracious
Grammatical
Grand
Great
Growing
Handy
Happy
Harmonious
Healthy
Hearty
Helpful
Honest
Honorable
Hospitable
Humble
Humorous
Idealistic
Illustrious
Immense
Impartial
Impeccable
Important
Impressive
Independent
Individualistic
Industrious
Influential
Ingenious
Innovative
Inspiring
Inspirational
Instrumental
Intellectual
Intelligent
Intense
Intentional
Intuitive
Inventive
Jolly
Jovial
Joyous
Jubilant
Just
Kind
Knowing
Knowledgeable
Learned
Likable
Lively
Lovable
Lovely
Loving
Loyal
Lucky
Luminous

Lyrical
Magnetic
Magnificent
Marvelous
Meaningful
Mellow
Melodious
Memorable
Merry
Mighty
Modest
Moral
Motivated
Musical
Myself
Natural
Neighborly
Noble
Nourishing
Obedient
Obliging
Outstanding
Passionate
Patient
Patriotic
Peaceful
Perceptive
Persevering
Personable
Placid
Pleasant
Pleasing
Pleasurable
Polite
Positive
Powerful
Practical
Praiseworthy
Precise
Prepared
Presentable
Prestigious
Principled
Privileged
Productive
Professional
Proficient
Progressive
Promising
Prosperous
Proud
Prudent
Punctual
Pure
Purposeful
Qualified
Quick
Quiet
Quotable
Radiant
Rapid
Rational
Realistic
Reasonable
Receptive
Refined
Refreshing
Regal
Relaxed
Reliable
Reputable
Resourceful
Respectable
Respected
Respectful
Responsible
Retentive
Reverent
Rich
Safe
Scholarly
Secure
Seeing
Seeking
Selective
Self-confident
Self-contained
Self-reliant
Sensational
Sensible
Sensitive
Sentimental
Serene
Sharing
Significant
Simply
Sincere
Skillful
Smiling
Smart
Smooth
Sociable
Sophisticated
Sparkling
Special
Spectacular
Speedy
Spirited
Spiritual
Splendid
Spontaneous
Sporting
Stable
Stalwart
Steadfast
Steady
Strong
Strengthen
Stylish
Stunning
Sturdy
Successful
Super
Superb
Supportive
Sure
Survivor
Swift
Sympathetic
Systematic
Tactful
Teachable
Tender
Terrific
Thankful
Thorough
Thrifty
Thriving
Timely
Tireless
Tolerant
Tranquil
Treasured
Thoughtful
Triumphant
True
Trusted
Trustworthy
Truthful
Understanding
Unforgettable
Universal
Uplifting
Useful
Valiant
Valuable
Venturesome
Vibrant
Victorious
Vigorous
Virtuous
Visible
Visionary
Visual
Vital
Vivacious
Vivid
Warm
Wealthy
Welcome
Well
Wholesome
Willing
Winner
Winning
Wonderful
Working
Worthwhile
Worthy
Young
Youthful
Zestful

your golf game, you might very well leave out your family or your job. Strive to grow in all areas of your life. To assure balance, ask yourself, "Am I leaving out, under-emphasizing, or over-emphasizing the value of some of the important parts of my life?"



10. ***Realistic:*** In writing out your affirmations, do not affirm perfection. Your investment is not in perfection but in excellence. It is generally self-defeating to make assumptions about yourself or your accomplishments that you know have very little chance of ever happening or lasting. By using terms like "I always," "every time I" or "I'll never," you can place unrealistic demands on your performance reality.

Your investment is in excellence.

11. ***Confidential:*** It is important to keep your affirmations to yourself. Your personal affirmations are for yourself only because people may constantly try to remind you of the old self-image picture of yourself. Without really meaning to hold you back, the people around you may get upset with you when you start changing and growing. If we reveal our personal goals and affirmations to others, it allows them to work against us and very often causes us to press to get our goals accomplished. Use good judgment. Reveal your af-

Reveal goals only to those who can assist you.

firmations only to those persons who need to know them and who can help you to realize them more quickly.

Let's use an example:
Goal—To improve my relations with others.
Affirmation—I am warm and friendly toward all I contact, and I treat everyone with consideration and respect.

Sample Affirmations

Following is a variety of sample affirmations that may be helpful. There are some that may fit your work situation, others that focus on your personal life, and others that may overlap both. If some of these affirmations fit your personal need, please use them, but be sure to rewrite them so that they are you talking to yourself.

1. I like and respect myself. I know I am a worthy, capable and valuable person.

2. I enjoy my life and my relationships with other people.

3. I have a positive expectancy of winning big, and I take temporary setbacks easily.

4. I have pride in my performance and a positive expectancy of the future.

5. I express myself well, and I know others respect my point of view.

6. I look for ways of putting myself and others up.

7. I am very effective and efficient, especially in stressful situations.

8. I am accountable for the results of my decisions and actions. I reinforce my successes and correct for errors.

9. I am my own expert, and I accept only positive attitudes and opinions of others.

10. Because of the warmth and love I show my children, they in turn show warmth and love to each other.

11. I am very firm and demanding, and I hold my team and staff to a winning picture.

12. Because I am well organized, I enjoy my neat and orderly office.

13. I quietly do helpful and worthwhile things for others.

14. I have an excellent, free-flowing memory with clear and easy recall.

15. I am fair and just in dealing with people.

16. I develop feelings of self-respect and esteem in others.

17. It is easy and fun to write and imprint my affirmations.

18. I enjoy making my affirmations daily because of the positive and quick results I get.

19. Because of our true spirit of intent in leading ourselves and our team, it's easy to empower our people, resulting in extraordinary customer satisfaction.

20. Because I sincerely care about my customers as people and about serving their wants and needs, my daily professional activities continually result in absolute customer satisfaction, bringing me job satisfaction and pride.

21. Because I am empowered to achieve customer satisfaction, I am inspired toward continuous action for its attainment.

22. I feel calm and relaxed in potentially stressful situations, seeing all customers' challenges as opportunities in disguise.

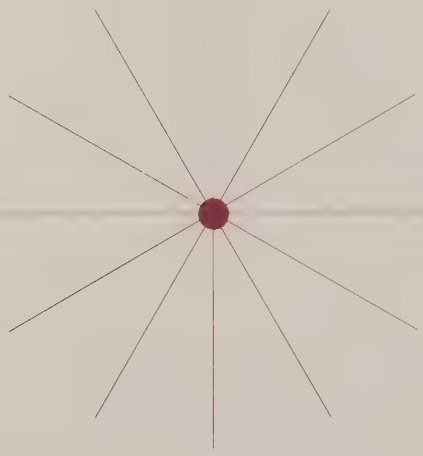
23. It's easy for me to review in private the performance of those I lead.

24. Because I am a strong and dynamic communicator, it's easy to captivate the attention of those customers I serve and satisfy.

25. I enthusiastically empower my subordinates on a daily basis, taking every opportunity to positively affirm their value to the organization.

REFLECTIVE QUESTIONS

Create your own balance wheel:



List the areas of your life where you would like to improve or change.

Take each area and describe the way you would like things to be.

If you have a barrier that you think might prevent you from reaching the goal, simply write what it would look like without the problem.

What is your spirit of intent behind each affirmation?

Why do you want each one?

Write some sample affirmations for your facilitator to check. Remember to use the targeting words listed on Pages 111 and 112, and refer to the goal and affirmation ideas you have gathered on your ***GOAL AND AFFIRMATION IDEAS*** pages in each unit and the affirmations you have written.

AFFIRMATIONS

REVIEW

The most important concept I learned from this session is:

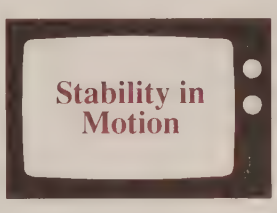
I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

PERSONAL NOTES

UNIT 10



OVERVIEW

Now that you know how to write your affirmations correctly, you are ready to take the next step: the assimilation of your affirmations so that they become a natural, easy, free-flowing part of your life.

This session focuses on the how to part of assimilation. It is re-emphasized that the process of imprinting or assimilating on the subconscious level must be done experientially. You must experience yourself rather than merely observe yourself in your picture. Clarity and detail are important. The clearer the picture of your desired goal—vividly experienced in the present tense—the more successful your goal-setting will be.

Remember that in order to make the changes you want in your life long-lasting and meaningful, they must first start on the inside and work their way out.

You need to write your affirmations so that they trigger the correct picture you want with powerful, positive emotion.

"The only way to truth that lies open to us at all is the way through our minds. If we cannot find a clue here in our own human reason, we can find it nowhere."
—R. M. Jones
20th century

OBJECTIVES

As a result of completing this unit, you will understand:

1. the steps of imprinting and assimilation.
2. the importance of first-person, experiential imagery.
3. how the formula I x V = R relates to the affirmation process.

KEY CONCEPTS

Affirmation—a statement of fact; an internal cognitive act which establishes a specific course, direction, outcome or state of being for the future; a confirmation or ratification of a truth

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

First Person—a grammatical state in which a speaker (writer) refers to himself or herself or to a group including himself or herself

Flick-Back/Flick-Up—to borrow from a past, positive experience and bring the feeling into your present visualization of your affirmation; systematic desensitization

I x V = R—imagination times vividness equals reality (in the subconscious)

Imagery—the formation of mental pictures through the use of the imaginative faculty

Imprint(ing)—to establish firmly or impress on the mind or memory; a kind of restricted learning that takes place within a relatively compressed time span, generally is exceedingly resistant to extinction and reversal and has a profound and lasting effect on later social behavior with respect to the stimulus objects for the behavior; an acquired behavioral response that is difficult to reverse and is normally released by a certain triggering stimulus or situation

Incubation—a period of time during which no conscious effort is made to solve problems but which terminates with a solution from the subconscious

Motivator–an influence that has emotional qualities and energizing properties

Present Tense—current state of being or existence usually expressed in grammar by the use of a verb, e.g., "I am a considerate, loving person."

Rote—a fixed, habitual or mechanical course of procedures; a routine from memory without thought

Spirit of Intent—the intent or motivating force behind one's acts, words or deeds

Visualize(ation)—to recall or form mental images from the imagination; to make perceptible to the mind; forethought; mental simulation. Creative visualization is often a means of unblocking or dissolving barriers that we ourselves have created.

Vivid—bright; intense; living; lifelike

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I enjoy imprinting my affirmations daily because of the quick results I get."

SUMMARY

Now, let us expand on your newly learned ability to write affirmations, the business of vividly picturing with your forethought and putting a new reality into your subconscious. I'd like to discuss in greater detail how the tools you have just learned can be used more effectively to assimilate your affirmations, your new reality.

After writing out your affirmations, the next step is imprinting them. Imprinting means to take deliberate control of the direction of those changes you want to make. It's the best tool you will ever have for enhancing and changing your life.

Write or type your affirmations on 3 x 5 cards. One card will accommodate two or three written affirmations. Make two sets, one to carry with you, the other to put by your bed.

Here is the most effective way to imprint:

Vivid imagery

Read the words. Close your eyes and imagine (or visualize) the image that these words trigger. Visualize! That is the key word.

The **picture** you get by visualization is vitally important. What you get is an experiential picture, not an observed picture. It is one that you are actually creating yourself.

Read
⇓
Picture
⇓
Feel

Remember I xV = R. The clearer the picture, the more effective it is. The picture in your mind should not be hazy; it should be specific, down to the finest details you can imagine. Clarity and detail are two qualities that we seek. So as you read the words, you imagine the event and feel the emotion that goes with the accomplishment of your goal. Remember to write your affirmations with these three principles in mind:

1. in the first person.

2. in the present tense, as though what you are picturing is happening right now.

3. with emotion, remembering that the greater the clarity, color and detail of your imagined picture, the greater the emotional impact.

Most of us in the past have tried to change a habit or an attitude without using this simple three step process. Instead

we have used the New Year's resolution principle. Using this resolution method, we try too hard to change too quickly; we create unnecessary stress for ourselves. It is like using the auto pilot on a boat. Simply grabbing the steering wheel does not make permanent change. We must change the auto pilot, our subconscious picture.

It is important to imprint your affirmations daily. Read them once in the morning and once at night, just before you fall asleep and just after you awaken.

Imprint at least two times a day.

Do you see how that works? The written affirmation, vividly stated and pictured, takes the place of a motivator or a coach. By visualizing properly, you become your own motivator. You become your own leader. Do not just mindlessly repeat your affirmations until they become rote. Endlessly repeated words become debased. Speak your affirmations and then visualize them in living color.

> Remember: Just reading the affirmation = 10% impact on the subconscious
>
> Reading and picturing = 55% impact on the subconscious
>
> Reading, picturing and feeling = 100% impact on the subconscious

The words of your affirmations must have what I call the spirit of intent behind them. Without this spirit of intent, the words have no power within themselves. They have no juice in them, no feeling, no substance, no joy, no love, no warmth and no music. It is the intent, the spirit or the visualization that make the difference.

The words of your affirmations must have what I call the spirit of intent.

A final word on the assimilation of your new reality. Think of this whole process of assimilation as one of incubation. Let's look at the birth process of ideas. Once conception takes place (i.e., you have a bright idea and write it in an affirmation), there is no visual evidence that these ideas have a life of their own. Not yet.

But over a period of prenatal development, the process of assimilation, you become aware that life is there, for you are programming a new reality into your belief system. Believe me, you are on your way to great things.

Assimilation process

Review

This checklist will help you to write effective affirmations:

1. Determine an area where you would like to change.
2. Write down the way it looks now (current reality).
3. Ask yourself the question "What is the pay value to me to change or modify this behavior? If I continue like this, what could be my potential or actual loss?" (threat).
4. Ask the question "What would it look like if I didn't have the problem (attitude, behavior)?" (vision).
5. "The benefit to me would be . . ." (pay value).
6. Write the desired goal as if it has already been accomplished. Make sure that you use targeting or emotion words (impact words).
7. Now test for goal cooperation. Is this affirmation in alignment with:

   ☐ Family ☐ Social ☐ Recreation ☐ Spiritual
   ☐ Physical ☐ Business ☐ Personal ☐ Financial
   ☐ Others

8. Now test for imprinting data:

   In my affirmation do I now. . .

   ☐ see ☐ hear ☐ what actions?
   ☐ touch ☐ smell ☐ what colors?
   ☐ feel ☐ taste ☐ what sounds?

Affirmation Reminders

- Use experiential imagery.
- Take no more than 20 seconds to imprint each affirmation.
- Work on approximately 20 or 30 affirmations at a time to start.
- Affirm twice a day (the best times are just before you fall asleep at night and upon awakening in the morning).
- Give yourself feedback.
- Record your affirmations on tape.
- Affirm that your word to yourself is good.

You can use a borrowing technique called flick- back/flick-up to help you gain a positive emotion. Simply borrow from a past positive experience and bring the feeling into your present affirmation; e.g., "It's as easy for me to talk to a group of people as it is to talk with my best friend."

PERSONAL REFLECTIVE QUESTIONS

What are my beliefs about growth, change and goal-setting?

Which beliefs do I need to modify or change in order to achieve my goals?

What habits and attitudes are blocking me from achieving my goals? What would it look like without the problem?

PROFESSIONAL REFLECTIVE QUESTIONS

What do I expect from my job now?

How can I use the affirmation and imprinting process to assist me in reaching my work-related goals?

Review your affirmations.

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

Read → Picture → Feel

I enjoy making my affirmations daily.
love

Ask Child:

What did you do today that you feel good about?

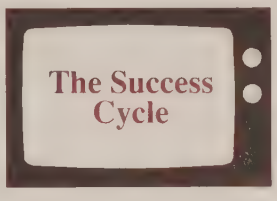
What are you looking forward to tomorrow?

What are disappointment.
look back - realize where, how you.
recovered from them

Self - Mentoring.

PERSONAL NOTES

UNIT 11



OVERVIEW

Now that we know about the process of written affirmations and how to imprint, we are going to talk about the importance of constantly reinforcing those affirmations with positive self-talk.

Successful people expect good things to happen. They have a high self-image, which they reinforce by the way they talk to themselves, and their performance follows. Self-image and performance match.

In this session you will learn that, through the self-talk cycle, you can talk yourself into or out of success. For example, if you were learning how to ride a bike, you might encounter a rock in the middle of the road. If you focused your attention on the rock, you would end up running into the rock, which is exactly what you didn't want to do. We'll see why we are drawn toward what we think about and focus on with our self-talk, whether it benefits us or not. Even if you make mistakes, the reaffirmation of what you do want, using key words and phrases learned in this session, will keep you working toward success and a strong self-image.

"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."
—Thoreau
1817–1862

OBJECTIVES

As a result of completing this unit, you will understand:

1. how self-talk affects behavior.
2. how to coach yourself and others in a positive way.
3. the importance of "that's like me" and "that's not like me" statements.

KEY CONCEPTS

Affirmation—a statement of fact; an internal cognitive act that establishes a specific course, direction, outcome or state of being for the future; a confirmation or ratification of a truth

Attitudinal Balance Scale—a cognitive means of assessing one's positive or negative acts; e.g., positive self-talk, "I am a capable person and people like me."

Negative Picture—a view of oneself that is reinforced by negative self-talk, resulting in a diminished self-image

Performance Reality—how one acts and performs based on one's currently dominant self-image

Reinforcement—the operation of strengthening, supporting or solidifying something or the event that so strengthens or supports it; the acquisition, maintenance or extinction of a behavior

Self-Efficacy—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

Self-Esteem—the degree to which one values oneself; the worth/value of the picture

Self-Image—the accumulation of all the attitudes and opinions one has perceived about oneself which forms a subconscious picture of oneself; the imagined self; the self that one supposes oneself to be; the picture; self-regulation

Self-Talk—an act whereby one evaluates or assesses one's behavior; how one talks or reaffirms to oneself when one reacts to one's own evaluation or others' evaluations of one's performance. Self-talk may have an affirming influence in establishing self-image. (illustrated on page 138, PRM 1 and the last page of the Key Concepts Glossary)

YOUR GOAL AND AFFIRMATION IDEAS

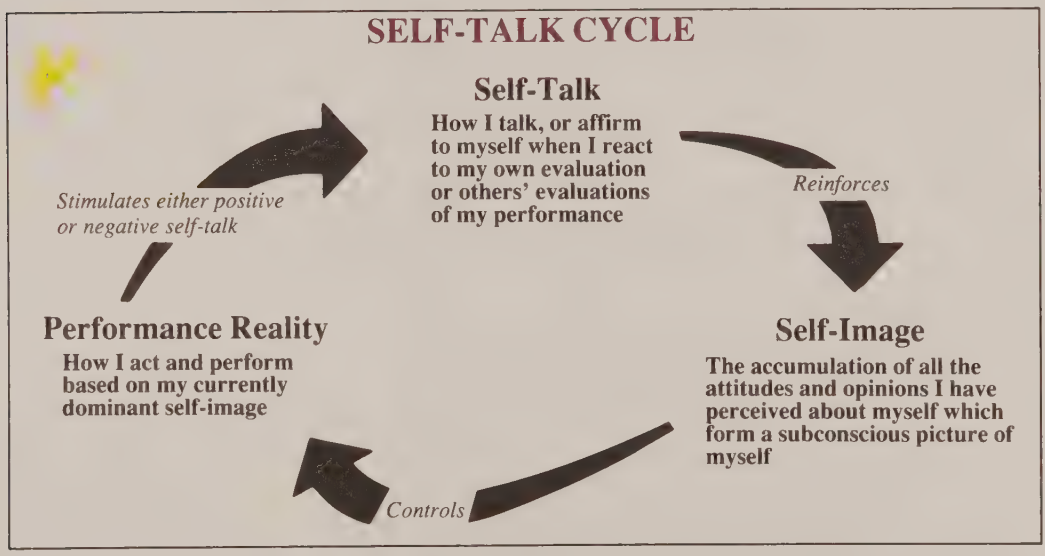
For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I control my self-talk to be uplifting, powerful and constructive."

Self-talk cycle

SUMMARY

I must emphasize the importance of what we call the self-talk cycle. Because all of us move toward what we picture, we must control what we picture for ourselves. Through self-talk or the self-reinforcing cycle, we can use our self-talk to work either positively or negatively for us, to either raise or lower our self-esteem.



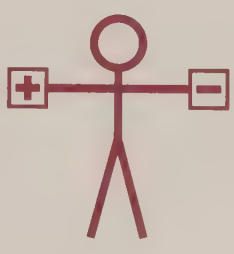
If you've done something well, your self-talk says, "Well, that's easy for me. I've always been that way. That's like me. I'm a natural at it." And your self-talk continues after you've performed in a particular way.

Reinforces your self-image

Remember, your self-talk goes on constantly, even though you don't utter the words aloud. So you may say, "That's good; that's like me." Describing how you are reinforces the picture you have of yourself. This ensures that you behave that way again. Next, it causes you to talk positively and then to reinforce that picture, to really imprint it and to really impact it into your subconscious.

So the key is to change your belief system or the picture that you have of yourself. The key is to change your core

belief and to change your self-image by using positive, vivid self-talk statements, which are affirmations.



Now, there is a downside to this. As I've told you before, self-talk can be negative. You can bad-mouth yourself into believing (imprinting in your subconscious belief system) that you are no good at all. You are dumping negative weights onto your attitudinal balance scale.

So if you mess up, the self-talk cycle or the self-reinforcing mechanism says, "Oh, that's me all right. There I go. I always seem to mess up."

On goes the cycle. You behave as you talk, and then you reinforce a negative picture. This ensures that you behave that way again, causes you to talk like it, and then causes you to really imprint this negative picture of yourself in your subconscious.

Let us now look at a fictional character whose name is Joe Btfsplk. He's the loser in the comic strip "Li'l Abner."

Joe Btfsplk always had a black cloud hanging over his head. Everything bad happened to Joe. People avoided Joe because when he was around, things didn't go right. He might have been called Joe Loser.

Joe had it fixed in his mind that he was no good at anything. You can almost hear him saying, "I always have bad luck. I fall over anything and nobody likes me."

All that self-talk, those negative affirmations, had entered Joe Btfsplk's subconscious. This was his self-image, accelerated by his own devaluing self-talk cycle. We have all met dozens of Joe Btfsplks in our lives. And in a way, we all have a little of Joe Btfsplk inside us.

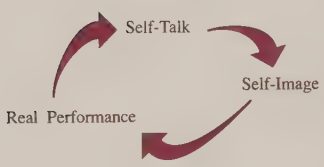
So the idea here is to watch your self-talk. Don't go around affirming to yourself that you're no good. That sticks in your subconscious. Learn to change your self-talk by using upbeat, positive affirmations. Your self-image, opinion of yourself and self-esteem will change. You will broaden and raise the level of your comfort zone. I guarantee it.

Change your self-talk by using positive affirmations.

Self-talk is terribly important. You can literally talk your way into illness. You can talk yourself into failure. I have known companies that talked their way into bankruptcies. Don't forget that all groups, including companies, have their own self-images.

Too much effort goes into dwelling on what we don't want. Remember, as a child riding on a bicycle, how you were drawn to the rock in the middle of the road? Your present thoughts determine your future. You ran smack into the rock. Coaches constantly mis-coach by emphasizing to players what they don't want, rather than what they do want. We can direct people into what we don't want simply by describing our goals incorrectly. We can direct activity by the way we trigger images for ourselves and others.

The Self-Talk Cycle



What you visualize is what you get. You are drawn toward what you picture. What I'm saying here is nothing new. It is used in self-image psychology today, but much of it was written, in a different form, 1900 years ago and even before that. It's the same thing; very powerful and very sound. It is not only proven, it is also spiritually valid; it is mental-health sound, and it is business sound. Think about what you want. Don't dwell on what you don't want. You are drawn in the direction that you visualize.

Join me in an easy exercise now. Take your pick of which is the best thing to say when a mistake occurs:

"Don't do it that way!—you're always fouling things up."
or
"You're too good to do it that way—the next time...."

It's essential to shut off the negative image. The key phrase is "The next time . . ." Don't dwell on "don't wants." We must shut off the flow of negative self-talk. Tell others what you want, and tell yourself what you want! Use your forethought constructively. Paint positive scenarios for yourself.

Remember:
That's like me.
That's not like me.
The next time . . .
I intend to . . .

By learning to control your self-talk, a method I'm teaching you here, you can talk your way into undreamed-of productivity, increased self-efficacy, fulfillment, performance and satisfaction. The good news is that positive self-talk works as well as negative self-talk. You can talk your way into alertness, energy, creativity and innovation.

PERSONAL REFLECTIVE QUESTIONS

Constructive self-talk statements for me are:
"Now I know where I want to go. Goal setting is a natural, free flowing part of me."
"I enjoy imprinting my affirmations daily because of the quick results I get."
"Its easy for me to control my self-talk to be uplifting, powerful and constructive."

Where do I tend to use negative, self-defeating self-talk?
During P.M.'s time when I feel out of balance

Where do I use words and phrases like "hope," "wish" and "if only I could?" How often do I talk like this? What does this do to my personal power?
Nothing great - Turn hope, wish, if only into
I can
I am
I will
I have statements, visualize + feel the emotion.

PROFESSIONAL REFLECTIVE QUESTIONS

What do I do to correct negative self-talk in my department or team?

My most important business goal at the present time is:

What adjustments do I need to make to my self-image or self-talk to support achievement of this goal?

Write an affirmation to support your affirmations with strong, powerful, positive self-talk.

Try the 24-hour exercise:

For the next 24 hours, deliberately control your self-talk and do not use any put-downs.

Beginning right now, do not allow any put-downs or hostility toward yourself or others around you. No cynical statements, no snide remarks, no sarcasm and no cuts—not even for fun. Remember, the subconscious cannot take a joke. It is like a servo-mechanism that accepts literally what we say to ourselves or accept from experts.

If you slip and put yourself or somebody down, silently affirm: "That's not like me. I constantly find ways to put myself and others up; for example. . ."

(At this point, picture a situation in which you recently paid someone a compliment.)

Note your observations here:

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

"You move towards what you think about."

"Worrying is negitive goal setting"

I Keep ~~your~~ my forethought + images. constructive + positive at all times.

As a man thinks in his heart so be he.

constant affirmation to yourself + others.

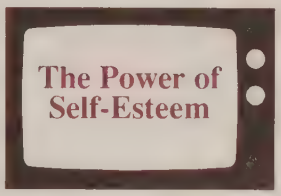
"The next time I intend to ..... Complete idea. leads to positive change ..

"Go and do it right the next time."

"I know your better than that"

PERSONAL NOTES

UNIT 12



OVERVIEW

Thinking well of yourself is the most important element in achieving your potential with excellence. Contrary to the accepted belief that false modesty is somehow virtuous, this session instructs you that real virtue lies in developing a high and truthful opinion of yourself. Top athletes, soldiers, professionals, educators, all have extremely high self-esteem.

This session will teach you how to deal with the negative influences all of us encounter and how to power-fill yourself and people around you. This will build confidence and perpetuate a virtuous cycle instead of a self-defeating one.

"We are all worms, but I believe I am a glow worm."
—Winston Churchill
1874–1965

OBJECTIVES

As a result of completing this unit, you will understand:

1. the value of self-esteem; what enhances it—what takes it away.
2. feelings of self-worth affect the way you treat yourself and others.
3. the effect of self-esteem on our performance reality.

KEY CONCEPTS

Affirmation—a statement of fact; an internal cognitive act that establishes a specific course, direction, outcome or state of being for the future; a confirmation or ratification of a truth

Attitudinal Balance Scale—a cognitive means of assessing one's positive or negative acts; e.g., positive self-talk, "I am a capable person and people like me."

Conditioning—a predisposition to a mode of behavior given the appropriate stimulus

High-Performance People—individuals who are analytical and skeptical of information (truth) that comes their way; who accept accountability for their own thinking and what goes on around them, and really feel they can make a difference in the world; scotoma busters

Performance Reality—how one acts and performs based on one's currently dominant self-image

Self-Efficacy—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

Self-Esteem—the degree to which one values oneself; the worth/value of the picture

Self-Image—the accumulation of all the attitudes and opinions one has perceived about oneself that forms a subconscious picture of oneself; the imagined self; the self that one supposes oneself to be; the picture; self-regulation

Self-Talk—an act whereby one evaluates or assesses one's behavior; how one talks or reaffirms to oneself when one reacts to one's own evaluation or others' evaluations of one's performance. Self-talk may have an affirming influence in establishing self-image. (illustrated on the page 138, PRM 1 and the last page of the Key Concepts Glossary)

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I have already increased in value in my own eyes because of my new assessment of me as a worthwhile human being."

SUMMARY

A few years ago a movie entitled *The Right Stuff* was produced. This was a film about the original astronauts, high-performance men trained for high-risk exploratory missions in space. In the film a newspaperman shoved a microphone at one of the astronauts and asked, "Who's the greatest pilot you ever knew?"

The young man pondered the question. "Well, there was one man I knew—." Then he paused, and everyone thought he was going to say "Chuck Yeager, the first pilot to break the sound barrier in powered flight." Instead, his face cracked in a delightful smile and he said, "Who was the greatest pilot I ever knew? You're looking at him."

High self-esteem

That is a marvelous example of high self-esteem—but it's only one among hundreds of thousands, even millions. All high-performance people have a strong sense of their own worth—our top pilots, our astronauts, our leading military commanders, our best scientists, our outstanding athletes, our renowned educators. All have belief in themselves and all have high self-efficacy. That feeling of confidence and assurance can be had by all of us.

One of the saddest things about some of the conditioning we have received throughout our lifetime is that it's somehow wrong to think well of ourselves. Subtly, from many quarters, we get it drummed into our subconscious: "Don't think well of yourself, that's bragging."

Forget for a moment that so-called humble pie seems to be on our national dessert menu. I am here to tell you differently. I say that it is not sinful to think well of yourself, it is not antisocial to quietly proclaim your strengths; it is not wrong to expect the good things a high-performance person expects.

Of course, I'm not talking about people with such low self-esteem that they're always bragging or always seeking approval. "I'm good, aren't I?" "Don't you think I'm doing well?"

These people, of low self-esteem, are always seeking approval. They are giving sanction to the opinions of others.

Let's talk about how such people get that way. It begins in childhood, of course, with statements from authority figures that go like this: "Oh, you can't do that, you're too clumsy." "You're not a good boy, so you can't have this candy."

People with low self-esteem constantly seek approval.

A child, you see, is rather helpless. Everyone older than a child is an authority figure, and because a child isn't old enough to evaluate, he or she gives sanction to people with negative opinions. These downgrading, demeaning opinions get factored into their own self-talk cycle. Over and over in their self-talk, children, growing into adults, echo the negative opinions of others.

In extreme cases you will find penitentiaries full of people with low belief in themselves and their abilities. Now look around you. Many people are nice, law-abiding, honest people—but their self-esteem is so low they can scarcely function without someone else's approval. Their self-talk is continually chipping away at their self-esteem.

But let's make a distinction here. Often people have healthy self-esteem in some areas but low self-esteem in others. Self-esteem is not a whole. Your self-esteem differences influence your self-efficacy because self-efficacy is task specific.

But remember, every time you devalue or belittle yourself with your own self-talk, you are adding those negative weights to your attitudinal balance scale.

People with low self-esteem are forever belittling others. Just about anything is good enough for people of low self-esteem—any old car, any old job. Surprisingly enough, many people of low self-esteem get into positions of authority. What happens to your company when they do? This can become professionally debilitating—because these people don't want high performers around them.

Let's turn back now to people with strong, healthy self-esteem—without exception, these are people of high performance. By their conditioning through childhood (good parenting, good teachers, good friends) these people were given many positive weights on their attitudinal balance scale.

High performance people have a high self-image.

These people know they are worthy. They reach out to produce more, contribute more, be more, and to accept the rewards (emotional, spiritual, financial) they know they deserve. They have a strong self-image.

It is my purpose in this course to show you how to tilt your attitudinal balance scale to the positive side. Once you decide that nothing is too good for you—nothing will be. Once you elevate your own self-esteem, you will be able to help others elevate theirs. That in itself is a great contribution.

So it is that you can strengthen your family, help your friends, your associates, your employees. The better you feel about yourself the more likely you are to attack the fires of hell with a bucket of water.

You must do it yourself. This is a do-it-yourself building kit we're giving you. Affirm positively and constructively with your self-talk. Keep putting positive weights on your attitudinal balance scale and elevate your opinion of yourself.

PERSONAL REFLECTIVE QUESTIONS

Who in my family or in my circle of friends has extremely high self-esteem? What makes me believe so?

High esteem

father
Marten
Jocelyn
Joan
Tom
Clyde

> good attitude
> high expectation for self + others.
> happy with themselves
> forward moving
> goal setting
> non critical of others

Where do I have low self-esteem?

my ability to accomplish all I am able to.
dreams, aspirations
lazy—way out.

Where does my opinion of myself hold me back?

- negitive thoughts about my capabilities
- accepting less.
- not goal setting for what I want

Where do I find myself looking to others for approval?

Write two affirmations in the area of self-esteem:

I believe in me. I am capable, innovative, intuitive and always

PROFESSIONAL REFLECTIVE QUESTIONS

What is the self-esteem of my team, department, company?

Where does my self-esteem hold me back from making decisions or taking action?

When was the last time I asked someone else's opinion on a project, but didn't really need that approval?

Whose approval do I most often seek out? Do I need to?

Write two work-related self-esteem affirmations:

REVIEW

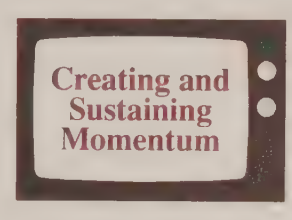
The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

UNIT 13



OVERVIEW

Have you ever started on a project with great intent and then run out of momentum? Have you ever eagerly attacked a task and then found yourself procrastinating and creatively avoiding the job even though you know it's good for you?

This session teaches you that the only true motivation is internal and that the old do-it-or-else style of motivation is obsolete. True motivation comes when we deliberately throw our systems out of order and see the personal value and personal profitability of a desired end result.

Then we will deal with the profound drawbacks of restrictive motivation. Also discussed is the psychological push-push back phenomenon.

By the end of this session you will know how to run your life on a *want to, choose to, I like it* basis so that you have fewer headaches and much less stress.

"Life is like a game of cards. The hand that is dealt you represents determinism; the way you play it is free will."
—J. Nehru
1889–1964

OBJECTIVES

As a result of completing this unit, you will understand:

1. how to create and maintain energy to reach goals.
2. the difference between constructive and restrictive motivation.
3. genuine motivation is self-motivation.
4. the importance of accountability in self-motivation.

KEY CONCEPTS

Coercive Motivation—a drive based on fear and/or authority; a *have to*

Conflict—(Lt. *conflictus:* to strike together) incompatibility arising from opposing demands or impulses

Constructive Motivation—a positive and free-flowing drive on a *want-to* basis

Gestalt—human beings are always working to complete incompletions, working for closure; discrepancy production, discrepancy reduction; a view that psychological phenomena could only be understood if viewed as organized, structured wholes *(Gestalten)*. The Gestalt point of view challenged the idea that phenomena could be introspectively broken down into primitive perceptual elements, for such analysis left out the notion of the whole unitary essence of the phenomena.

Motivation— a need or drive to action based on incentive value of the goal or the expectation of reward or punishment. Emotional states have movitational properties.

Negative Picture—a view of oneself that is reinforced by negative self-talk, resulting in a diminished self-image

Procrastination—(Lt. *procrastinare:* to put off until tomorrow) to defer action or delay; prolong; postpone; a type of creative avoidance

Push-Push Back—When one is pushed, one unconsciously pushes back.

Restrictive Motivation—motivation by threats, fear or coercion

Visualize(ation)—to recall or form mental images from the imagination; to make perceptible to the mind; forethought; mental simulation. Creative visualization is often a means of unblocking or dissolving barriers that we ourselves have created.

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I create and maintain the drive and energy needed to reach my clearly defined vision."

SUMMARY

All sweeping generalizations are suspect, but this one I think will hold up—namely, that you cannot coerce a man or a woman into being a better person. You might call it a logical impossibility.

Coercive motivation

Oh, sure, you can shape them up. You can threaten them. You can say, "Do this—or else." But what you are getting is only the appearance of cooperation and productivity.

Their *shape up* will last only a short time. Ultimately, people produce and thrive on a *want to* basis. As I've noted before, have you ever needed to coerce kids into getting out of bed on Christmas morning to open their presents? Of course not.

Constructive motivation

We have already learned that visualizing the end result causes our systems to be thrown out of order. And we see that when our systems are out of order, we become energetic and creative to achieve that which we visualize—the end result. We do this in order to put our systems back in order. This process is called positive or constructive motivation.

Restrictive motivation

There is another kind of motivation called restrictive motivation. It is motivation by threats, by fear or by coercion. If you don't do this or that, you will be punished. "You will do this or else." You feel you "have to" do something. There is a second category of restrictive motivation called inhibitive motivation, and we will get into that in the next unit.

Under the coercive form of motivation, you don't accomplish things for the pleasure and possession of the end result—the techniques you are learning here. You accomplish them because you are always outrunning the consequences. You have a negative picture. Some of you run your companies that way. Fun, isn't it? The self-talk can sometimes be alarming: "I can't stop. I can't fail, because if that happens, I'll be embarrassed, or I'll lose my job, etc."

Push-push back

In a figurative sense you are being pushed, and what happens when people are pushed? They unconsciously push back. It is almost a reflex action to push back when you feel yourself being authoritatively shoved into doing something. Look around you. In dozens of places people are motivated by fear of punishment. How do they push back? By procras-

tination. By absenteeism. By sloppy work and little or no pride in what they're doing. They will use creative avoidance in a dozen or more ways. They will do what is necessary to get by. They will, in a quite literal sense, do only as much as they need to do in order to get the supervisor to shut up.

Constructive motivation

The thrust of what we're dealing with here is how to get your people constructively motivated and, just as important, how to get you constructively motivated. In order to motivate people to perform—in order to motivate yourself—you use positive visualization and goal-setting to imprint and assimilate the new standard, so that you and your people will attack challenges with free will, on a *want to/choose to* basis.

Once again, I'll repeat, the only true motivation comes from within. The old *do-it-or-else* style of motivation just won't work. What makes people really tick is when they visualize—that is, vividly visualize—what it is they want, what is of personal value to them.

True motivation begins on the inside.

Using the holiday gift analogy once more, why is it that we have to hide presents weeks before a holiday? It's because children have learned to visualize the joy and pleasure of giving and receiving gifts on a holiday. They go after those presents because they want to, because they choose to, because they like to.

Through visualization, you change the picture of how things should be. In order to change the picture, you deliberately throw your system out of order. You visualize, say, a new car you want to possess. You, the beholder, vividly picture yourself driving and owning that car. Mind you, I said vividly, part of that I x V = R equation.

You reiterate, go over and over in your mind, seeing yourself at the wheel of that new car. The car you drive now begins to seem a bit seedy. Now your system is out of order. You have visualized the new to a point where the new has become your current reality—as though it has actually happened.

Now you are truly motivated. This is no good-intentions resolution, no short-term notion that yes, it would be kind of nice to own a new car. This is flat out, "I want it, I need it, I've got to have it."

You will work harder, you will be innovative, you will cut corners in other areas—all so you can possess this new picture of reality.

Once you vividly picture your goal, you create the energy needed to reach it. The Gestalt concept of discrepancy production is at work here.

There are literally thousands of such examples. You can, and should, visualize yourself into a better family life, a better marriage, a finer job, a more fulfilling profession, a better home—ad infinitum. Once you picture this goal—vividly and in living color, so to speak—your creative energy takes over. Your creative energy positively boils to bring about the reality of this new picture you have of how things should be.

If it's to be, it's up to me.

Remember, you are at your best when you have a conflict—when what you picture does not match your current reality. You are at your best when you have a challenge, a goal. This kind of *want to/choose to* motivation makes of you an extraordinary person—the kind of person you want to be.

I charge you to assume full accountability for choosing the lifestyle, the friendships, the type of work you want. It *is* up to you.

PERSONAL REFLECTIVE QUESTIONS

The things I feel I have to do are:

· Clean + organize home

The reasons why I want to do these things are:

creates restful state of mind
organization creates · efficiency

Some areas where I feel pushed are:

Self pushes to complete aspirations

Where do I fix the blame?

myself

Where do I withhold my presence, talent, etc.?

W. Health mater

Home

PROFESSIONAL REFLECTIVE QUESTIONS

Where do I experience or observe withholding in my department/office?

Choose a work-related project that you are currently avoiding.

What is the personal value for completing my task successfully?

Write two affirmations in the area of constructive motivation:

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

Restrictive Mode

fear motivation

1 Cohesive - for else - I have to
2 inhibitive - attachment

When pushed we push back
eg. ask kids to do dishes eg.

pressure comes from "have to situations"
(saying being controlled by outside force
When have to situations presented
slow down
creatively avoid
procrastination

There are no have to's.
choices — but — be willing to
accept the consequences of your action

Switch your life from a 'have to' to a 'want to'.

Constructive Mode

personal value
Why I want to
Why I choose to
Why I like it.
Why its good for you

PERSONAL NOTES

UNIT 14

OVERVIEW

In Unit 13, we talked about one type of restrictive motivation. In this session we will cover inhibitive motivation; "If I do this, something awful will happen to me." As a result of years of conditioning, we often have created fear feedback loops as part of our subconscious baggage.

A person who has been motivated by fear in the past may be reluctant to try new things. We will see that people with inhibitive patterns tend to resent violation of those patterns. They begin to impose their patterns on other people and become self-appointed captains of the world. You may recognize a lot of familiar people after learning this material.

By the end of this session, you will find new ways to evaluate what rules are truly necessary at home and at work, plus creative ideas to guide your home and family life more profitably and positively.

"Men feel disturbed not by things, but by the views they take of them."
—Epictetus
1st century

OBJECTIVES

As a result of completing this unit, you will understand:

1. how inhibitive motivation and conditioning narrow our choices.
2. the importance of recognizing restrictive patterns in yourself and others.
3. how to retire the captain.

KEY CONCEPTS

Accountable—responsible; answerable for an outcome

Captain of the World—an obsessive, compulsive behavior displaying a pervasive pattern of perfectionism and inflexibility; preoccupation with rules, details, lists and schedules to the extent that the major point of the activity is lost

Conditioning—a predisposition to a mode of behavior given the appropriate stimulus

Fear—an emotional state in the presence or anticipation of a dangerous or noxious stimulus; an internal subjective experience that is often physically manifested

Feedback Loop—an operational mode/system that provides information about an ongoing operation or the state of the system at a point in time that may serve as a basis for future action or modification

Inhibitive Motivation—a kind of restrictive motivation; a habit of acting on an "I have to . . . or else something awful will happen to me" fear-pattern basis

Process of Thought— the interaction of the conscious, subconscious and creative subconscious (illustrated on page 29 and 175, PRM 1; page 63, PRM 2 and on the last page of Key Concepts Glossary)

Restrictive Motivation—motivation by threats, fear or coercion

Restrictive Zones—subjective areas of thought processes that interfere with rational thought or action

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"I am my own person and allow others the same privilege."

SUMMARY

You know, the hardest working people in our society are the self-appointed captains of the world. My, they do work hard. They come home exhausted from the daily rigors of running the world and other people to their own restrictive specifications.

Inhibitive motivation

In this session, I would like to talk more about restrictive motivation. In the last session, we dealt mainly with coercive motivation, motivation by threats, the "or else." Let's deal now with another kind of restrictive motivation, what we call inhibitive motivation.

It is important to understand inhibitive motivation because this understanding helps you overcome needless fear, both in yourself and others.

Inhibitive fear patterns mean that you've been programmed into the habit of doing something on an "I have to" basis. You have to, "or else." Both coercive motivation and inhibitive motivation have the "or else" appendage. But the "or else" factor in the inhibitive sense means that you have been conditioned to such an extent that "or else" is simply a part of your subconscious baggage.

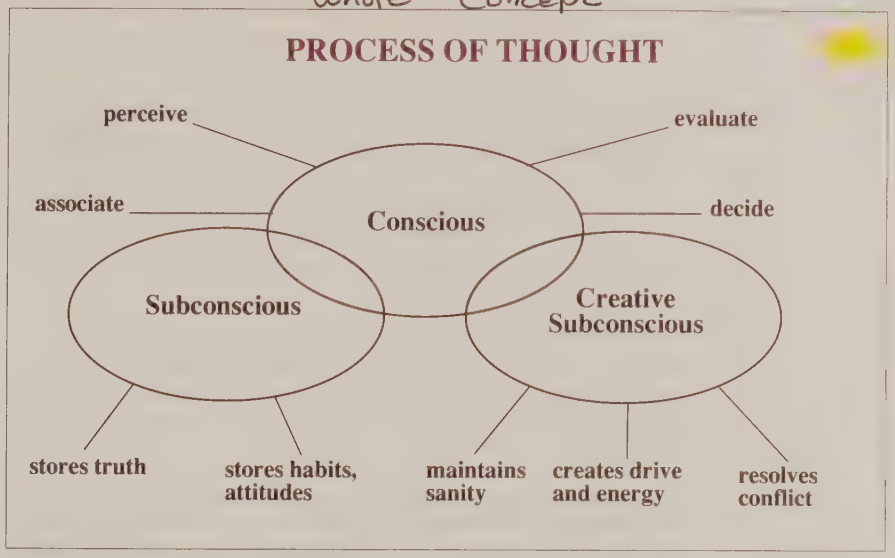
Inhibitive motivation shuts down your selections.

Conditioning by inhibitive motivation becomes restrictive in the sense that it doesn't allow choice. It shuts down your selections, your freedom of option thinking. "Oh, we can't go there." "Oh, we can't do that." "Oh, you can't buy that." "Oh, I can't . . . I can't . . . I can't." And, to the degree that we try to violate our restrictive zone of the inhibitive "I can't," we get uptight. It inhibits the flow and freedom of movement, the free search for your potential.

Under restrictive motivation, you have been conditioned to get uptight when faced with a new situation. In your process of thought, you perceive a situation and then associate with it by saying, "Have I seen anything like this before?" And because of past restrictive conditioning, you ask yourself, "What is this leading me toward?"

Subconsciously you think, "It's leading me to nothing good." So your decision is likely to be, "Hey, none of that for me. Stay in line; stay rigid. I have no options; stick to the policy 'or else'." We use our process of thought negatively.

Whole Concept



So, what happens in your company when certain employees have been grooved by fear? They fight against change in your organization. "Don't change us; don't mess with us; you'll hurt us; stop." You get grievances and tension heaped up inside your company. "That's not in my job description." "That's not in my line." "That's out of my area." Do you have people like that around you? People afraid to try new things? People who can't see new options, new ways of performing?

You, as a person, have been programmed by a certain amount of "do it or else" behavior patterns. The further danger, as this conditioning applies to you, is that you may become a captain of the world.

Because you have developed so many restrictive zones, people who do not conform to your habits and attitudes become upsetting to you. You want to shape up everybody.

That is why captains of the world work so hard. Oh, it's a terribly hard, difficult, and detailed kind of work to try to shape up everybody else to our own specifications.

We suffocate our creativity by rules, rules, and more rules that are often laid down by people with a captain of the world complex. Mind you, I'm not talking about sensible laws and guidelines, which we all follow for the common good. I'm talking about restrictive, often mindless, rules; rules often

Inhibitive motivation narrows your choices.

made on whim or because certain habit patterns offend our restrictive zones.

Fear of making mistakes is not conducive to creative performance or high performance. When you have an organization that's run by fear, or a family that's run by fear, you get people who are rigid. People who are restrictively motivated can keep your company at a standstill. People make up companies, and rigid people make rigid companies that can't grow, expand or flourish.

Do you remember Captain Queeg in *The Caine Mutiny*? He was a captain of the world. He wanted to shape up everybody. He drove his crew crazy by imposing minor, meaningless rules that had nothing to do with running the USS Caine.

So ask yourself in your personal life and workplace, "What rules are really necessary? What we need to do is to take a look at the way you run yourself and the way you deal with fellow workers. Examine what is happening in your work force. There may be all kinds of inhibitive behavior going on that has absolutely nothing to do with running a business, or any other organization.

What we really want to do is change us. We all have restrictive zones, and we operate with some of our own inhibitive motivation. This can and must be changed.

It is the purpose of this course to show you how.

PERSONAL REFLECTIVE QUESTIONS

What rules are necessary for the smooth running of my family life?

Helpfulness.

Five ways in which I feel I act because of fear or the "or else" factor are:

laundry
house work
getting up

The last time I felt uptight or stressed was:

Monica refusing to move

It made me feel:

like a failure

How does just thinking about that situation make me feel?

unhappy

What would it look like if I didn't have the problem?

better

PROFESSIONAL REFLECTIVE QUESTIONS

What are some ways I motivate myself at work?

Which methods are no longer effective?

Write an affirmation.

How would I like it to be without these old methods that are no longer effective?

Some ways I get back at people are:
(e.g., procrastination, slovenly work, withholding)

Where do I notice procrastination and/or withholding at work?

What happens in our department when someone makes a mistake?

What would the company/organization/office be like if its thinking were constructive and risk-free?

Some affirmations that can help me achieve that are:

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

PERSONAL NOTES

PERSONAL NOTES

UNIT 15

OVERVIEW

As we conclude Phase 1 of this program, we need to see how we integrate the concepts we have learned so that they become a daily part of our routine. In this last session, you will see that you have built up many years of habits, attitudes, beliefs, restrictive zones and patterns. They won't be changed in a day or two. It will take practice and determination.

In this session, you will learn in more depth about assimilation and application and how to use your new knowledge to invent your future.

"The greatest discovery of my time was that human beings can alter their lives by altering their attitudes of minds."
—William James
1842–1910

OBJECTIVES

As a result of completing this unit, you will understand:

1. the importance of assimilation and daily application in creating the style of life you want.
2. the practical application examples.
3. how to prepare for the Audio Assimilation program.

KEY CONCEPTS

Accountable—responsible; answerable for an outcome

Application—the correct use of an abstract concept given an appropriate situation in which no mode of solution is specified; the transfer of previously learned concepts to the real world; e.g., the use (application) of self-talk to enhance self-image in one's life and thereby set higher achievement goals

Assimilation—the incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes

Self-Efficacy—one's appraisal of one's own ability to cause, to bring about, make happen; one's own power or capacity to produce the desired effect; a combination of one's self-esteem, skills and resources; task specific

Visualize(ation)—to recall or form mental images from the imagination; to make perceptible to the mind; forethought; mental simulation. Creative visualization is often a means of unblocking or dissolving barriers that we ourselves have created.

YOUR GOAL AND AFFIRMATION IDEAS

For your reference, write here any goal and affirmation ideas you have gained from this unit.

"With this newfound knowledge, I intend to shape my present and my future."

SUMMARY

We have come this far together and I have given you much intensive information to assimilate. It is time to pause and talk about how you can best use this information in all segments of your life.

Improve the way you think, and improve your life.

This information, to be sure, is meant for every facet of your life—in your marriage, in your family, at work, spiritually, socially, every way there is. It is meant to enhance the way you live, as a whole being, a complete person. The goal of this education is to improve the way you think. As you think, so shall you be.

This information, this education, needs to be applied to the way you face life, with all its challenges. But I cannot do one thing for you—I cannot assume accountability for you. Only you can do that. Only you can make the commitment.

A good life takes good vision.

Once you have made this commitment, once you have applied yourself for a few weeks to this material, you may never turn back.

A good life is a life lived with purpose. A good life is life lived with expectation, with anticipation, with constancy, with determination and resolution. That is what goal-setting is all about. A good life is a life of vision.

About three years ago, as it happened, my wife, Diane, was stricken with cancer. It was believed—as we learned later—to be terminal cancer. She underwent initial surgery, and when the doctor called he said, "We got all that we could find, but it seems to have broken loose in her system. We have a tough fight ahead."

Now, Diane and I are very close, and we live these principles, this information, together. We had gone through most of our lives together, raising a large family, studying together, working together, founding this company together. But this would be our toughest fight of all.

Here we were, knowing all this information, and quite naturally we began to apply it. We used positive affirmations and painted positive scenarios with our forethought. We controlled our self-talk. We visualized. We set goals. We became our own authorities, accepting our own accountability. We would not accept an authority's point of view—

just because he or she was an authority. We were at war with this thing. And we knew from past experiences that people move toward what they think about. We became highly efficacious.

People move toward what they think about.

First, I had a sign made and had it posted on her hospital room door. In effect, it said this: "If you are here to see Diane, don't ask her how she is. Talk to her about grandchildren, about the future, about her next trip to England or Australia. Give her something to hope for, to visualize, because we know, as night follows day, that people move toward that which they think about."

Open your RAS.

In other words, we blocked out the so-called conventional wisdom; we shut off the alleged current reality. Diane assumed her own accountability. She would not say, "Doctor, make me well, I don't know what to do." Instead, Diane, being very strong and very tough, became fully accountable to make her own decisions.

Be an option thinker.

And together, we opened our reticular activating systems. We ventured out of our own comfort zones. What are treatments like in Europe? What do they do in Asia? What are treatments like all over the world—any place? Find the information. Don't lock-on and lock-out. Be exploratory, be option thinkers.

Diane took her own approach to visualization. She affirmed. She used laughter as a weapon. She used prayer. All kinds of things, all kinds of options.

Use affirmations.

You see, there isn't a single answer to anything. There are many approaches. There isn't just one way. You have to use everything you know from affirmations and visualizations, from eliminating negative self-talk to consciously raising your self-esteem, in order to win a war like this.

Use positive self-talk.

Diane did it. She beat that cancer. She did it in seven months with the help of family and friends, all the resources available and her faith in God.

So when you face a great challenge like this, the totality of this information is at your disposal. You use these principles and concepts to overcome setbacks, to bounce back, to endure and prevail.

. . . longer legs for bigger strides"

I remember during this fight against cancer that I said to Diane, "You know, I can hardly wait to get through this one with you." And she came back with one of her favorite sayings. "That's right," she said, "this kind of stuff just gives you longer legs for bigger strides."

I have been my own prisoner.
Who am I to have so pompously bestowed
upon myself a life sentence of . . . ?

I had been a judge and jury and given
myself that sentence to a prison of
my own making.
But, because I was my own judge and jury,
I can commute my own sentence and
set myself free of my self-imposed decision.

Diane Tice

PERSONAL REFLECTIVE QUESTIONS

Select a current challenge.

What attitudes, beliefs, comfort zones, self-talk, habits and goals need to be adjusted in order for me to overcome this challenge?

My three top goals currently are:

The attitudes, beliefs, comfort zones, expectations, habits and goals that need to be adjusted in order for me to achieve these goals are:

PROFESSIONAL REFLECTIVE QUESTIONS

The greatest challenge facing me at work currently is:

The habits, attitudes, etc., that need to be changed to meet this challenge are:

My three uppermost work-related goals currently are:

REVIEW

The most important concept I learned from this session is:

I intend to use it first in the area of:

The benefit to me personally and/or professionally is:

MY PERSONAL COURSE REVIEW

Goal: "To use the information from the Pacific Institute"

positively affirm others as well as yourself.

"goal set to win"
set future.

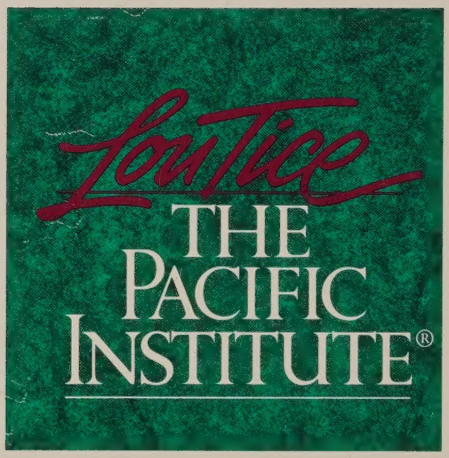
'I intend to do well'

"Sun screen song"

PERSONAL NOTES

PERSONAL NOTES

PERSONAL NOTES



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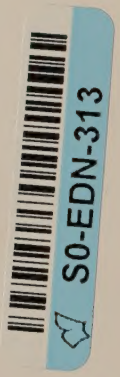
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